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THE NEW
new woman has

THE NEW WOMAN.

Address Given by Mrs. Winona Branch Sawyer, Class of '71, at Reunion, June 5, 1895.

There is a prevailing impression that a new woman is abroad in the land. We no longer hear of the coming woman, for the new woman is here, and every one knows it. The questions at once arise, Who is she? What is she? Whence did she come? Why is she here?

The temptation is almost irresistible to draw on the imagination and lend some color to a picture which needs no exaggeration, so eagerly is that one listened to, who can tell something about her. Inquirers cannot go to the fountain head itself, for her essence is not centralized. There is no doubt however of her existence. She meets us on every page of literature. She peers at us out of the most grotesque caricatures. She is the target for every shaft of wit and sentiment. She is the spice of banquets and the text of sermons. In short she is the Alpha and Omega in the alphabet of human life. But though jeers and taunts and ridicule be done away with, the new woman is not thereby eliminated. Though distorted, misrepresented and antagonized in public, she is so absolute, so real, that whether desired or dreaded, she appears in as varied forms as a kaleidoscopic vision, an inciter to reform, a participant in municipal affairs, a factor in economics, as philanthropist, as daughter, sister, wife.

She is neither old nor young, she may be married or single, handsome or plain, wealthy or poor. She is independent in her choice of avocation, and punctilious in her thorough preparation for duty. She cares more for a preponderance of convolutions in her brain than embroidered ruffles on her garments or for the size of her sleeves. She arrogates to herself no supremacy, and desires to be rated only according to her merit. She does not look backward, gloating over her progress, but forward with courage for new acquisitions.

Masculine anxiety attributes many idiosyncracies to the new woman without obtaining her endorsement as to facts. According to the testimony of one she is about to discard her time honored draperies and adopt his ungraceful attire. Another harps upon her political aspirations, and her craving for the privilege of supplanting man in every sphere of life from a seat in Congress to the captaincy of a ball team. A third arraigns her for coveting contracts in public affairs, as the sale of bonds and cleaning streets, monopolizing the municipal house-keeping, and relegating men to home keeping and cradle rocking, and one even claims to have discovered in

her possession a revised version of the pentateuch containing the declaration that Adam was the no. Let humorists and caricaturists have their fun.

Let men jest and quibble as they may, this one fact remains, "Women are not as they used to be." A spirit like that which appeared at Runnymede, which freed the slaves and manumitted serfs, which has overthrown despotisms and written constitutions, swept away class legislation and abolished caste, is abroad in the land. It is not a new force. Its essential element is the energy of individual life. Out of the widespread educational advantages offered to woman and accepted by her, has come the natural unrest and impatience of restraint, which is inseparable from a consciousness of power. It requires only a short mental review to appreciate how thoroughly and perfectly this country is organized for woman's work. Women are everywhere alert and active, aroused to every call and effort to help bring about an improved condition of affairs, intellectually, morally and politically. And the woman of this transition period, the leader in this revolt is the new woman.

A few months ago, a man sold his farm for \$40,000. His wife refused to sign the deed, as her reason for the refusal she said, "I think I ought to be given something out of all this money." The attorney and her husband inquired how much she wanted. She replied, "I think I ought to have as much as \$2." This pitiful sum was paid her, and she signed the deed. Her husband pocketed the \$39,998 without a protest on her part.

It requires no word painting to emphasize the pathos of such an incident. There is much talk in these days about the "revolt of woman," and determined by incidents like this, it is time there were revolts. But revolt against whom? Rebellion against what authority? Insurrection against what power? What law gave this husband such authority over his wife, his equal in society and almost his equal as a citizen?

The unwritten law of her consent.

What power forged the shackles of her bondage?

That tyrant custom which has "power to almost change the stamp of nature."

Who fixed the monetary value of her life's work at \$2?

Woman herself.

Liberty must be preceded by a consciousness of injustice and an intelligent revolt against it. It is not sufficient that there exists a consciousness of something wrong, a sensation of discomfort, a conviction of unfairness, the consciousness and sensation, and conviction must contain the active principle of an internal force sufficient to counteract external ills. The suffering must be acute enough to cause some

effort to relieve the pain. One who fixes the recompense and requital for forty years of toil and responsibility at the paltry sum of \$2, has suffered only \$2 worth during those forty years. This fact does not exonerate the husband from one iota of culpability. She submitted for forty years to a servile life, and for forty years he permitted it. The moral is contained in the fact that she herself established the ratio of 2 to 39,998.

For forty years as wife and mother she had worked early and late, doing her share of the farm-work rearing children, nursing them through illness, rising first in the morning and being the last to seek her bed at night; had washed and ironed and scrubbed and sewed and mended, and as a compensation for all this, she asked as her share of the fortune which her economy and industry had helped create, \$2.

It is true her husband had given her shelter, food and clothing, all of the necessaries and some of the comforts of life. Yet of their accumulated surplus, \$40,000, she was satisfied with \$2.

This request to sign a paper was probably the first time it had dawned upon her mind that she as an individual was a rational being, endowed with the power of free will. This was probably her first hint that the law gave her liberty to express her prejudices and preferences. Her husband had never asked her opinion, nor sought her permission in any of his transactions, and her own opinions were two puerile and undetermined to seek expression.

It is useless to argue that she was afraid of her husband; "duty hath no place for fear," "fear always springs from ignorance." That she knew nothing of the value of money she certainly knew much of that which is the equivalent of purchase money, viz., labor. That she was ignorant of her rights, privileges and power—it is just that knowledge which makes a distinction between man and the brute creation.

"The lamb, thy riot dooms to bleed to-day,
Had he thy reason would he skip and play?
Pleased to the last, he crops the flowery food,
And licks the hand just raised to shed his blood."

This woman should be neither blamed nor censured for her ignorance. It was her misfortune not her fault. Her mother before her had doubtless given the example of patient, silent servitude, and her environments were bounded by the same horizon. She knew no other world. There might have been concealed under the mark of stolid obedience, some sparks of rebellion or despair, but who sounds an alarm for a smouldering fire which shows neither smoke nor flame.

This incident is an extreme case, it is to be hoped without a duplicate, but it illustrates the type of serv-

itude against which the new woman is inaugurating a revolt.

At the present time there is no occasion for revolt against legislation. Women can do and accomplish what they choose to do, and all for which they fit themselves. No laws are actually enforced which work any hardships to woman since property laws and those affecting domestic relations have been modified. The new woman asks no special or class legislation, nor has she occasion to revolt against industrial, educational or social conditions. Every avocation and profession is now open to her. She must submit to the same laws of competition, supply and demand as man. She must travel through the same cycles of evolution that he has traversed. She must specialize and sacrifice just as he has done, and in a few years discrimination in the labor market will be determined exclusively by ability and fitness. She now shares in schools and universities the advantages offered to man in the lines of advanced education. Man is eager to accord to her a deep and lasting respect for the faithful discharge of responsibilities. She asserts an authority which he does not dispute in the sphere called home. She is infinitely helpful, as an instructor by her enlarged education which he does not grudge, and when she raps at the door of professions and avocations, he does not withhold congratulations. Yet with all the advantages of legislation, education and avocation there is still something lacking.

There is in womankind, an inertia, a matter-of-course submission, born of established usages and unwritten laws for which the new woman seeks a counteracting force.

There are women, and not a few, who believe that universal suffrage will accomplish this purpose. That in the folds of the ballot is concealed a talisman having power to work transmutations, to impart life to indifference and inactivity.

Another portion, no less in numbers, fail to accord such potency to the ballot. A mustard plaster even of as ample dimensions as an Australian ballot will not raise a loaf of bread, not even if applied at a ratio of 16 to 1. The admixture of a very small quantity of yeast, will in a few hours leaven the whole lump. No one believes the ballot will deter woman from rising, but many doubt the drastic power of outward applications, without an internal vitalizing impulse. To them there is something repugnant in soliciting credentials, asking rights, claiming suffrage and demanding admittance. They hope to accomplish the same end in a different way, by working from within, developing latent powers, building even on slender foundations a broad true culture, so that woman will be *invited* to positions of trust, and *offered* rights so long withheld. The new woman has

discovered that in the discontent of woman lies the impulse to overcome her inertia. Impelled by this impulse she has inaugurated a tremendous revolt against unwritten laws, laws of customs, restrictions, environments, laws which neither say "thou shalt," nor "thou shalt not," laws which operate like a hypnotic trance, the subject being unconscious of individual ability or power, laws which cannot be compiled in statute books any more than can the laws of influence.

This revolt implies no usurpation. Woman cannot fill man's place any better than man can fill woman's place. It is not even necessary for her to establish an ability to do the same kind of work that man has done.

The two distinct forces, the centripetal and centrifugal, acting together, produce a resultant which is described by a perfect circle. The predominance or usurpation of either force would annihilate the universe. Each supplements the other, performs what the other could not do—each complements the other, supplies that, without which neither would be complete.

In seating a public hall, checks are sometimes duplicated. No such blunders occur in issuing of checks for our appointed spheres in life. Each is to fill a place which some one else is not filling, or which may be reserved by legitimate competition. Nor does this revolt imply a commotion and turmoil. The silent force of gravity moves more machinery than all the earthquakes and volcanic eruptions combined. So woman's fitness and ability is a surer force to persuade men to seek her will, than mandates and decrees.

This revolt is manifested in a widespread and unanimous desire, not for the agitation of woman's rights, not for the hastening of woman's suffrage, not for the adoption of dress reform, nor any other specialty but a universal desire for facilities for generating thought, methods for strengthening force, abilities to form opinions, opportunities for expressing opinions, glimpses of social, economic and ethical questions which exist within the broader horizon of man's life, development of faculties which would otherwise remain dormant, directing reading into useful channels, filling gaps and strengthening weak places in education.

The success and impetus of this craving for a larger life, broader culture and its influence upon woman has exceeded the most sanguine hopes.

Women to-day have many fold more responsibilities than their grandmothers, and I know the placid old ladies by the fireside, in snowy caps and sober gowns, would second the motion to grant different and greater preparation to meet and discharge these increased responsibilities.

This desire is both the cause and the solution of the uprising, called Women's Clubs. It has been gathering force for a long time. It has suddenly and spontaneously burst into bloom like a century plant. But the plant that has waited a hundred years for its life's fulfillment, is as truly a symbol of growth as the morning glory which expands its petals to greet the dawn, and that which is attained by the slower process of years is more lasting than the iridescent dream of a night.

Its growth was characterized by a quiescence like that of the chrysalis during the formative period of that life which, when sufficiently matured, bursts its cell and enters a new atmosphere, fresh, keen, and full of sunlight.

As sunlight kills many noxious germs, so the atmosphere of this club-life destroys the germs of ignorance, narrowness, over-sensitiveness, lack of self confidence, sentimentality; it disintegrates cliques and classes, it melts the cold reserve of formality, it thaws the ice of indifference, and prejudices fall into nothingness. It has been demanded by an inward force, and enthusiastic, womanly ambition, that womankind might be transferred into a broader life. That by utilizing the helpful agents of common aims, voluntary co-operation, and the strength of union, they might secure a better understanding of their duties.

Woman is not losing thereby her sweetness and gentleness, she is losing lines of anxiety and care from her face. In the glorious sunshine of a broader world, she forgets her wail of discontent to join the refrain, "Who labors alone wears the crown."

From the first, Women's Clubs have differed in aim and utility from those for men, to whom they signify a place for rest, ease or recreation; for women they imply a source of inspiration, a place for work. They make women better talkers, better listeners, better hostesses, better guests, better companions, better mothers. They make no one discontented, except in a noble way in which it is an honor to feel discontent. She whose mind is broadened by contact with the world, knows better how to keep the wheels of her domestic machinery oiled, than the woman who never goes outside the round of her daily duties. She learns to manage her household with the same kind of business sagacity that her husband uses in his calling.

The club movement which is the new woman's exponent is a sign of progress, because it is an effort to satisfy wants. A savage, having nothing, is perfectly content so long as he wants nothing. The first step toward civilization is to create a want, and the effort made to satisfy that want is the measure of progress. The evidence of intellectual progress is not in the fact that a man *has* a library but that he wants one. In the wonderful leveling

down of barriers during the last few years, woman's horizon has marvelously expanded. There has been a prodigious multiplication of her wants and club activity measures her desire to supply those wants.

The club woman is a bee not a butterfly. The bee and the butterfly may bask in the same sunshine, may extract sweets from the same flower. One exists only in the satisfaction or enjoyment of the present—the other gathers and carries home a surplus for future use. The woman who attends the club with no other motive than to while away a pleasant hour, only smells of a feast without eating of it. She who does not carry home some bit of information, some inspiration, some material to be incorporated into the tissues of home life, to beautify or to strengthen, loses a higher pleasure than entertainment.

Thousands of women will endorse the expression of that woman who declared, "This is the busiest world I ever lived in." With the multiplicity of duties which confront each one of us, obligations which "wait and will not go away, wait and will not be gainsaid," it is utterly impossible for any one to keep up with the whole busy world, with nations, rulers, statesmen, scientists, inventors and writers racing, rustling and jostling each other like the denizens of an ant-hill, and herein lies the secret of mutual help.

Turning from the past and present—what of the future? Ignorance and narrowness being vanquished by the club scheme of the new woman, against what other sentiment shall revolt be instituted?

The new woman has announced that something ought to be done to eradicate the erroneous idea that the proper thing to do is to depreciate and minify the duties of home. Domestic life is a profession just as truly as medicine, journalism and law, and it is a profession which in truth requires a more liberal preparation than any other.

There are misfits in every profession, and home making is not an exception to the rule. We have heard of men proving a failure in the law who might have been excellent machinists, of others who stumbled into the pulpit, but might have served their fellow men better as professors, others have attempted to pound ideas into brains, but would have elicited more sparks from an anvil. There are too many homes whose comforts are dispensed from a hand-me-down counter, but it will be found that the home maker who is mistress of her profession, possesses an unlimited education, quite as much executive ability, judgment and discrimination as is needed in the so-called wage earning professions, and her holdings in these lines frequently rival the tenure of her husband.

The mother with her infantile disputants, must exercise as great aptness and discrimination as the

judge on the bench. She requires as great fertility of resource and attention to details as the petitioner at the bar. In the oversight of procuring needed supplies and the manufacture of raw materials into food, clothing and comforts for the family, she exercises a greater versatility, superintends the working of a larger number of machinery, turns out an infinitely larger variety of products than any manufactory or laboratory in the world.

The head of a mammoth iron establishment admits that he knows comparatively nothing of fabrics, silk, linen, cotton and wool, he is not a connoisseur of china or furniture, he is not a judge of leather and its manufactured forms, he is not versed in the unwritten lore of food products; but the home maker must know something of all trades and professions, from hats to hams, from mirrors to carpet tacks, from laces to door mats, from pottery to pills and from edibles to bric-a-brac.

Besides this materialistic knowledge she is expected to know something of poetry, history, fiction, music and art; must be versed in the newest ideas of science, know more nostrums than the family doctor, answer theological questions which puzzle the preacher, and so on, *ad infinitum*. The only wonder is that one head can contain it all. The ludicrous experiences of the husband who exchanged places for one day with his wife is no impossibility.

It fails of recent confirmation simply because the husbands of to-day are too shrewd to be caught in such a trap.

Truly home making is a profession without a rival. All others dwindle into respectable "second best."

Because so much of this department of woman's work is "far from the maddening crowd," because her full returns are not immediate, because her books cannot be balanced until the generation which follows her has audited the accounts, because it is not so prominent as important, not so brilliant as inspiring, not so showy as divine; woman herself has permitted it to be called drudgery. The home maker has without protest permitted a \$2 estimate of her profession, and let clerks, saleswomen, dressmakers, milliners and type-writers pocket the \$39,998 worth of praise to which she has an equal right.

Let us hope that the present agitation of thought and the opportunity for getting a good square look at things as they really are, will teach home makers to place a fair estimate upon themselves.

Some other hobgoblins which the new woman seeks to expose to the light of reform (and correctly named hobgoblins, because as soon as confronted they vanish), are these, an over-sensitiveness, a lack of self-confidence, a sentimentality of feeling rather than reason, a preference to imitate rather than initiate.

These are legacies for which woman is not respon-

sible for the inheritance, though she may be amenable for continued possession. If a man finds himself the possessor of a box of fleas, the bequest of an eccentric relative, he is not thereby compelled to keep and propagate them as heirlooms in the family.

She who has for ages lived in her home as a nun in a cloister, who has studied no translation of the world except the expurgated condition which custom and tradition has vouchsafed her, is in the renaissance of a new day, like a blind person suddenly restored to sight. He has no idea of perspective. He will put his hand on the window to touch the tree across the street; will shrink back lest the passing vehicles run over him; will hesitate to step over a crack in the floor. Woman has been so long accustomed to retirement, to avoiding criticism, to feeling her way, that it takes time for her to acquire confidence. She must encourage the culture of definite ideas, learn to focus thoughts and concentrate effort, not to expend ten pounds of flutter for each pound of result, nor drape a dollar's worth of words on a nickle idea.

The new woman has also found a screw loose in the machinery of social conditions. It is undeniable that men as a class prefer clinging, to independent women. The doll-like society girl has a dozen offers of marriage when her self-reliant sister has but one. May not this be equally true, that the majority of men recognize the fact, that the woman who has gained strength and breadth of character, who is no longer a child or plaything, demands of the man she would marry an equivalent in exchange, that he shall himself keep the law of conduct he lays down for her, that for her to be proud of him, he must first be proud of himself.

This we know to be true, that woman of strong individuality have made happy homes and served their families with great fidelity, while those of the vine-like type do not always make model housekeepers, nor raise the best behaved children.

We do not hear much of the "new man" but he is evolving side by side with the "new woman" and it is the silent influence of the latter which gauges the standard and measures the progress of the former. Imperfect as he may be in his present condition, the new woman has no thought of undertaking his complete elimination from the scheme of creation. If he cannot keep up with her pace, he deserves to be left behind. But he will keep up—and try to deserve her—thus the best result of the new woman will be the new man. He will see as never before that home encircling a noble and excellent womanhood—is the safeguard of a nation. However no one expects him to be as interesting a novelty as the "new woman."

Much has been said and written concerning the

ideal woman. The new woman does not profess to be the ideal but she has an ideal.

Poets from the days of Homer have sung of beauty as the chief characteristic and charm of ideal woman.

It is quite comforting to the majority of women to know that physical beauty seems of little importance to the masculine mind of the present century. One connoisseur says she is like a rose. With the rose you can tell by every indication of its health, strength and beauty that it is from one of the finest strains of roses, and that all the conditions of its development have been as nearly perfect as they could be made. So with the ideal woman, one knows by every look and word and by the subtle charm of thought unexpressed, that she has developed as perfectly as the rose.

Another critic asserts that there is no definite ideal of womanhood. Our age is so generous it discards the Grecian measurements and symmetry between nose, forehead, mouth and chin. It matters not whether her hair be black, brown or auburn. She may permit it to hang loose or pile it up in a psyche knot. She may have the soft black eye of a gazelle or the squint of an Ellen Terry. Her ear and hand were better free from jewelry, she might compromise on a ring and necklace if she would let the ear go unutilized, but it is indispensable that a soul adorn her face. She must be a scholar, a thinker and a talker, possess eternal good humor and plenty of sense.

A noted conversationalist decides that the ideal woman must possess the tact to keep conversation going about her, but must not herself be a great talker. She must never let those about her know *all* that she knows, but keep them in doubt as to her mental resources.

Some extol physical strength and courage, some have no leisure to discuss a theme so axiomatic as an ideal woman. Some fearlessly relegate her throne to the kitchen and the nursery and brand her as an intruder and trespasser if she cross the limits of those domains, some generously accord her a place in affairs of state and municipal government, if she so desire, but for their own part think she is *happier* in the home, and the ideal woman must be the *happiest* woman.

Some aver that the ideal woman will exist only in an ideal society which condition of that state called the millennium, an altruism of which poets and reformers dream. That she would be out of place in the fierce competition of to-day, in that life and death struggle in which so few miserably succeed, and the masses patiently suffer.

A word artist paints as his ideal, not a statuesque Juno, not a voluptuous Venus, not a sedate Minerva, not an unfettered Diana, but a home angel, crowned by a halo of motherhood.

One man has found a living ideal, "twenty two years ago I met her," he said. She was good looking, not handsome, with a voice soothing and yet inspiring in its very tenderness. She was reserved, discreet, and fully capable of governing herself under all circumstances. Her mind was alert and bright, above all cruel jests, and fully appreciative of her home duties. She has cheerfully and willingly shared adversity and accepted prosperity. Her heart was always pure and free from selfishness, her love has been most loyal, her friendship unswerving. My ideal, perhaps is high, but she is a loving reality, and though the inevitable has changed her dark hair to beautiful silver gray, her other charming attributes remain and she is still my ideal, my wife!

The ideal of the new woman is a composite portrait which embodies the ideal of the rose, the aesthetic soul, the physical courage, the fearless sovereign, the symbol of happiness, the fireside queen, the home angel, the living flesh and blood companion.

Her ideal is *not* one who abnormally develops only one of the trinity of mind, heart and body. Not that one who dwells in the highest empyrean of intellect, who pities you that you have not read Ibsen and Dante and Browning, who laments lest you may never attain her lofty plane.

Not that one who is a devotee to charity and benevolence, who founds hospitals for four footed animals and feathered bipeds, but has no leisure for children, nor kind words for those in the humbler walks of life, not that one who is an extremist in physical development, who drapes herself in garments fearfully and wonderfully made, who bends and gyrates through 600 distinct exercises, invented for the development of 600 different muscles of the body. But she is the symmetrical woman who fearlessly and intelligently decides upon what she can best do, and does it, performing such duties becomingly and well, and enjoying the life which opens before her. She asserts no legal claim to a place for which she knows she has no equitable title. She transforms minute irritating duties of every-day life, into gems for her own coronet, even as the oyster converts grains of sand to shining pearls. She sees before her a large and beautiful career of trying to make it harder for people to do wrong and easier for them to do right. She is prepared to take her place in society wherever her influence can help brighten the lives of those around her. She has an excellent recipe for happiness, to cultivate hopeful, cheerful spirits and enjoy things as they are.

Her idea of power is not a landscape illumined with gay uniforms of a vast standing army, but the wealth and power she covets is in the light from myriad happy homes all over the land. The real new woman, is not the creation of newspaper paragraphs and caricaturists, the embodiment of lads and foibles, but is so much like the sensible wives, mothers and daughters of the homes we have known and honored all our lives, that she is not always recognized because she preserves her womanhood. There is no radical change in her nature and never can be, by an awakened interest in the real things of the world, the problems as well as the beauties, she makes herself more indispensable, more reliable, more powerful. She brings her case before the tribunal of the public

for adjudication. It is an action entitled, Sense vs. Folly—Reason vs. Prejudice—Dolls vs. Brains.

Open wide every door of opportunity and development. And the woman who chooses the duties of wife and mother, the home maker, let her not demean her calling, and her sisters in other avocations, let them not like Niobe of old, enjoying the divinity of her life, deride with jingles of "pots and pans, cradles and tubs, butchers and bakers, maids and dress makers," lest the punishment of Niobe fall on them.

Leaving to women the perfect freedom of choice and development in the sphere of duty will not result in domestic desolation.

So long as man is man, and woman woman, the old, old story will never go out of print. The throne of the fireside queen will not be vacant, and baby will be king. Romeos and Juliets will never die, the wife will be the loving and beloved companion, faithful unto death. And motherhood will ever be Cornelia and her Jewels.

The twentieth century with its cleaner purposes, its higher endeavor, its limitless opportunities welcomes the real new woman.

The Purifying Influence of Poetry.

"Books, we know,
Are a substantial world, both pure and good;
Round these, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow."

They contain food for every mind and heart—"the bread of intellectual life." In them, may be found—beside history, philosophy and works of fiction—poetry, which is the highest of all literary forms. It is thought clothed in beautiful words, the overflow of a feeling heart that cannot be silent.

The poet, soaring on pinions to heights unknown to us, by the beauty and charm of his verse carries us away with him out of ourselves, causing a thrill of appreciation to pass through us, and seeing and feeling as we had never done before, we respond with earnestness and enthusiasm. When reading a poem, we are enthralled by the magic words of the bard, who lifts us into whatever realm he will, filling the soul with burning desires and aspirations. The cold heart is warmed; the base man feels he can be noble; the despairing one grows hopeful; the sleeping soul awakes to action; aroused within the human breast is every passion ever known to man.

The merry, jingling metre of the lyric fascinates and pleases. It soothes and calms the wearied brain; it falls upon the ear like the gentle ripple of murmuring waters. The soul is pervaded by an atmosphere of innocence, purity and simplicity, so that for the time, all that is sordid and low is driven into oblivion, making life seem bright and full of cheer.

Thoughtfully read your Browning, your Emerson, your Shakespeare! "What power in language" you are led to exclaim. There is something in the

poetical expression of their ideas that leaves such a deep and lasting impression upon the mind. Indeed, the thoughts are beautiful and would offer pleasant pictures to the imagination presented in any form, but how much is that pleasure enhanced when they are given to us in a melodious flow of poetical language!

The poetic genius creates no new power, brings no new force into the world, but utilizes and directs what is already here. The crude material already existent he transforms into artistic beauty and we look upon it as a new revelation. With his superior insight, the poet gives a new interpretation to life. Beneath the base surface, he sees nobleness; ignoring falsehood and deceit, he brings truth to light; by the flame of his genius he kindles lifeless words into passionate teachings.

The poet is not content to merely please the listening ear by meaningless words rhythmically put together, but deep-sighted, he makes us perceive something divine and wonderful in what before seemed commonplace. Where others fail to see beauty, the poet, or "the Man of Beauty" finds it, and with adequate expression he reveals the wealth of his soul and we are enriched by it. What he receives from nature he has the power of imparting to men. To the weary disheartened traveler, struggling along life's rugged way, he proves an inspiration and a guide. To the self-satisfied man he holds up a lofty and beautiful idea of life with almost resistless skill.

The beauties of the Bible have charmed the critical of all ages. The wise have lingered over its perfect sentences, wondering at its simplicity of language and inimitable style. Sydney Smith, reading from the Psalms, spontaneously exclaimed: "What is so beautiful as the style of the Bible? What poetry in its language and ideas!" No wonder the Bible has been called "the Poem of God," for, as some one has said, "It contains more true sublimity, more exquisite beauty, more pure morality, more important history, and finer strains of poetry and eloquence than can be collected from all other books ever written." In Hebrew poetry nature is regarded as the middle ground between God and Man, as the garment of Deity. In the book of Job the sublimest aspects of nature are pictured to the imagination with unparalleled majesty and vividness, yet one is scarcely conscious he is looking into nature, so powerful is the Hebrew poet to make nature only instrumental in arriving at an idea of God. The prophet Isaiah in an ecstasy of adoration exclaims, "Break forth into singing, ye mountains, O forest and every tree therein."

In the prophets, the Psalms and the Book of Job, nature is regarded as a transparent medium, which is consumed in the search after the divine and rolled away like a mist.

There is another kind of poetry equally purifying in which nature itself is dwelt upon and its glories are made so impressive that the soul is conscious of an unseen presence pervading it.

Whittier says:

"The harp at Nature's advent strung
Has never ceased to play,
The song the stars of morning sang
Has never died away."

It may be that the aesthetic side of our nature has been neglected and we fail to see nature as a manifestation of wisdom, truth, and beauty and cannot understand her whisperings, then we have but to turn to poetry to find an elevating and ennobling interpretation. The poet Wordsworth, who was so wonderfully susceptible to natural beauty, and who said,

"To me the meanest flower that grows can give
Thoughts that do often lie too deep for tears,"

can make us sensitive to nature's influence and make us feel that by communion with the majesty and grandeur of nature our lives can be lifted to loftier and purer heights. Let such a poet as he lead us out into field and forest to gaze upon the starry sky, to listen to the song of birds, or watch the glowing sunset—ah, then we can enjoy and understand its exhaustless and wondrous significance. He can open our hearts to nature and make us see the folly of a Peter Bell to whom

"A yellow primrose by a river's brim,
A yellow primrose was to him,
And it was nothing more."

and within whose breast the silent raptures of nature found no place, although he all his life had roved 'mongst vales and streams, and slept upon the grassy hill-side, covered by the soft blue sky. We can find nothing whose influence upon the mind is more inspiring and ennobling than nature, and nowhere is its meaning better interpreted than in poetry.

Beside having this power of awakening the soul to an appreciation of nature, poetry serves to quicken patriotism, to increase the mutual sympathies of man to man, and to teach wisdom.

At the time when the darkness of slavery overshadowed our land, when the freedom of "the dusky race that sat in darkness long" was so bitterly contended, then arose a Whittier with his pen to help save his countrymen from the shame and disgrace of tolerating in the land the oppression of a down-trodden race. With all the eloquence of his nature he inspires to that love of liberty which is our country's boast. We cannot help being thrilled by his songs, and they must kindle patriotism with in our breasts.

The works of Schiller, Germany's favorite poet, are the writings of one of the most noble-minded men that ever lived, who wrote for the purpose of elevating mankind and ameliorating the state of society. Himself an enthusiastic lover of liberty, Schiller endeavored, by means of William Tell, to instill into the minds of the people a desire for political freedom. The stirring speeches of some of the principal actors in this play would certainly arouse any one's hatred and indignation against a tyrant and swell the spirit of patriotism.

In all ages the poet has been one of the most powerful factors in upholding the laws of his country and silently moulding the minds of the people to stand by right and justice. America has had her Whittier, Germany her Schiller, Russia her Verill and ancient Greece, her Homer. Each one of these mighty men of genius, permeated by some idea to which dulled humanity was indifferent, poured forth a fresh and powerful song that can do nothing but inspire and elevate.

Our Shakespeare left us this counsel in regard to prudence in speech:

"Give thy thoughts no tongue;
Nor any disproportioned thought his act;
Give every man thine ear, but few thy voice;
Take each man's counsel, but reserve thy judgment."

Another teaches that

"Virtue may be assailed, but never hurt,
Surprised by unjust force, but not enthralled."

And still another says:

"'Tis nobleness to serve;
Help them who cannot help again;
Beware from right to swerve."

And so all pure and true poetry contains some thought presented in a winning, pleasing way that leaves a deep and lasting impression and influences to action.

Thus we see the uplifting power and purifying influence of poetry, but how can we really know and feel it unless we avail ourselves of the grand opportunity to become acquainted with the thoughts of the bard by reading them and reflecting upon them? Of wealth and power there is a sufficiency in our land, but among our people there is a lack of sentiment, idealism. Now more than ever we need the poet's power to make us see more of the higher, and less of the practical side of life. We hope and trust the day is coming when the spirit of poetry shall enter into every human relation. But the choice lies with us individually—shall we encourage or reject it?

FLORENCE BASTIAN, '95.

What Becomes of the Girl Graduates.

[Address by Mrs. A. J. Sawyer before the Graduating Class,
June 4, 1896.]

The girl graduate is a product of this century. Only fifty-four years ago the first diploma was placed in a woman's hand. Last year 29,501 girls and women graduated from the high schools, colleges and schools for women in the United States. Quite an army! How much those dip'omas represent. Years of work, years of hope. From the time the maiden of five trudges away to the kindergarten or primary school, on through the twelve years which terminate the high school course, and perhaps a supplementary four years of collegiate work, she has toiled and hoped for that crowning glory of which her diploma is the exponent. Then what becomes of her?

Notwithstanding the current impression that for the girl graduate commencements and weddings are consecutive events, statistics fail to corroborate the fact. In our own Alma Mater one of the most venerable among schools for women, fifty two per cent. of the graduates have married, seventy-seven per cent. have been or are teachers. Apply these averages to the thousands and tens of thousands of girl and women graduates which are annually sent forth

as teachers and home makers, and we can in a measure understand the secret of the stupendous strides in moral and intellectual development, throughout the length and breadth of this land, during the last two or three decades; why our schools are models for the world; and why the proportion of students who become graduates increases; why colleges and universities require million and billion dollar endowments to accommodate the seekers for advanced education; why conservative art salons of Paris have opened their doors to American artists; why American musicians are heard in European halls; why home making has become a regular profession; why women are prominent in literature, science and art; why they succeed as organizers and administrators; why waves of reform disturb the old-time calm of social and municipal affairs; why the whole standard of life and living is changed. For the higher the attainments the few reach the higher the many desire to rise. Progress is not determined by the amount of intelligence or intellectuality on deposit at any one time or place, but by its diffusion, and with the education of woman has come a diffusion and an intangible influence as permeating, as unobtrusive, and almost as universal as light through space.

These social changes, especially those which affect woman's work, have followed so closely upon the advent of the girl graduate, and the rate of progress has been so proportional with the increase of educated women, it is reasonable to conclude that they have been factors in producing these changes. Furthermore, it is not strange that factors so numerous and so potent should prove a disturbing element.

The girl who from five years of age till seven or twenty has been forming habits of observation, of tracing events to causes, of analyzing and investigating, takes these habits and possessions with her into the life she enters when she leaves school. She analyzes character and actions as she tested chemical elements. She applies to ethics and economics the same principles which underlie physical causes and results. She treats necessities as mathematical conclusions. Her knowledge of evolution convinces her that citizenship, the soul and pride of a free government, exists in the nursery and the school room and can not be a gift at maturity. She has been prepared by years of logical reasoning to draw her own conclusions. Her scientific researches invade the laboratories of home and society. Her observation has been trained to see all relations of life in their true perspective. Whether married or single, the influence of the girl graduate, the educated woman, is not lost any more than the drops of rain which fall in the bosom of the great lakes are lost in the tremendous power of Niagara.

A fear has been expressed lest this higher education may unfit woman for home life. For the old-time home life of our foremothers, a life of spinning and weaving, of sewing and knitting, of brewing and baking, a limited servile round of duties it does unfit her. Myriads of inventions and millions of never wearied machines have relegated much of this manual labor beyond her reach.

Increasing, broadening, quickening faculties does not annul the old-fashioned virtues and graces. It does not take from woman her garment of modesty nor despoil her of the pearls of truth. It does not les-

sen her love and courage nor mar her ministrations with harshness. It does not make her less thoughtful for those nearest and dearest to her nor less capable and willing to be a helpmate or a guiding spirit. Instead of dependency it gives her courage and self respect; instead of pettiness and pettishness, a wider range and firmer grasp; instead of spinning and weaving, a comprehension of the nature and extent of the laws of influence; instead of looms and spindles, a command over mental, moral, and physical powers. In the halcyon days of Rome it is said that women petitioned for permission to ride in chariots, wear purple and deck themselves with jewels. Now, woman asks for broader humanity, the royalty of knowledge, and the jewel of highest culture.

We find imperfections everywhere in nature, and it may be that there are recipients of diplomas who do not illustrate the highest ideals. If such be the case, failure is not due to an excess of education, but to deficient, defective or misdirected training.

Revels in the field of science, and acquaintance with men of genius, are of little avail, unless it be a companionship which suggests subjects of conversation more solid than gossip of society and sensations of the day. Artistic accomplishments are of little avail if they do not reproduce in the life of the student the rhythm and purity and grace found in the music and canvas and marble of the old masters.

A thought I would emphasize is, that an aspiration or a preparation is not a life. One is the plans and specification for a building, the other the completed structure.

A legend is told of a nymph who, obtaining a spark of fire of the gods, built an altar on a hill, which, like a beacon, sent out its light for miles around, and to which others might come and carry away sparks to kindle hearth fires or to light other beacons. She also gave to nymphs, initiated in the mysteries of this heavenly flame, torches which they were to carry and whose magic fire, unless extinguished, would emit continuous rays of light converging at her shrine. She watched and ministered to this sacred flame until each home and every hill were lighted with promethean fire.

Forty two years ago a light was kindled on this mount. For forty two years the hand of Mrs. Shimer and her associate have kept it burning day and night. Thousands have visited this shrine and carried therefrom vestal sparks which gladdened happy homes. Many more have kindled beacon lights. On each commencement day the guardian of this light has given to certain chosen ones torches and her blessing, and sent them forth to impart to others the same benediction which they received. From Maine to California, from lake to gulf, these torches have been borne, even across oceans and to the islands of the sea. To each one of these wandering ones,

¹ Whenever they are near at hand,
 Her coming, like a star of light,
 Is in the vision of our soul;
 And, like a beacon, sends them forth.

To-night it is your privilege to receive a token of approval and a proof of your narrative. Some of the light and strength and inspiration and nobleness of the life of Mrs. Shimer, her associates and assistants have entered into your lives. You do not de-

part hence as you came. New thoughts have been instilled, new aspirations awakened, new strengths imparted, new visions given of what your life may be. You can not separate and classify these acquisitions, and tell who taught you this, who gave you that, but the diploma you receive witnesses your possession. To-night your narrative ends. Your Alma Mater will watch anxiously, lovingly, the line of light which marks your past. Think not, it makes no matter if your taper vanish. One spark extinguished leaves darkness in its place. Each new thought which you may awaken, each new aspiration you may realize, each new impulse for good you may stimulate, flashes back to her a thrill of joy and makes the fire on her altar burn more brightly.

Each person has two educations. One which he receives from others and one which he gives himself. The latter necessitates a culture of brain and hand and heart worthy the name of higher education. To-night ends your first education.

You are now going out on life's great ride
 To enter a world of joy and woe,
 Not where riches are found by the rough trade,
 But where wisdom are met with nations made,
 And we stand the dawn in which they are made;
 That they range from the dawn to the sunset hours,
 Yet in this world where the day is so short,
 There a full man we find at work,
 And the light of the sun is always at work,
 Not alone by the sun, but the sun's own work,
 For happy days, from dawn to dusk,
 Is a world of joy, a world of work,
 There are no days when the sun is at rest,
 And the world is not at rest,
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A booklet of *Seminary Class* has been prepared and is here ready to be issued for 25 cents a copy. The proceeds are to be used for the *Seminary Library*. Address, Miss F. Lusk, Mt. Carmel, Ill.

A parent speaking of her daughter says:—“She writes me from the first day of the year of the probable result from the home term, saying, ‘we had, we had.’ The systematic recitation of something. She says, ‘I shall always look back to this year as the turning point in my life when I caught my inspiration and my brain and my were turned in the right direction.’”

Subtle Lights and Flashes.

[Read at one of the regular meetings of the Oread Society.]

Long ago, in the city of New York, there was a wedding. A noble, Gold cavalier wedded a bride born of silex and the iridescent beauty of the rainbow, and her name was Opal. They became "two souls with but a single thought," and journeyed far away over mountain and vale and sea to a beautiful new land near a college for young women. This place was so pleasant that they decided to make it their home. For a long time they dwelt in a glass show-case, surrounded by brilliant, flashing diamonds and beautiful pearls, frozen tears shed from the luminous eyes of some sorrowing mermaid.

But one day Fate ordained for them a change, and they were taken in an embossed leather car, lined inside with perfumed velvet, to the suite of rooms occupied by a gay, young college girl. They were not allowed to spend much time in their leather and velvet home, for the young girl preferred to wear them on her hand, where she could see them, instead of hiding them away.

And it came to pass at the end of four years that the sight of the innocent couple, for some unknown reason, offended the eyes of the young girl, and she put them aside and tried to forget many things it was best not to remember. But she had grown to love her gold and opal friends because they were so connected with all her moods and had shared all her thoughts, so that they really knew more of her than anyone else, so she said, "I will keep you in my memory, and you shall go with me and share my joys and comfort me in my sorrows."

Soon she became acquainted with another fair maiden, and as time went on these two became more and more to each other, and friendship assumed a new meaning in their lives. By and-by the owner of the gold and opal decided to make unto her friend a gift—something that should personify her affection for her friend, and she reflected long on what would be a most suitable token of her affection. Nothing seemed to quite realize her idea until she thought of her ring, so she sent it to her friend, to whom it said silently, "Dear friend, I am sent to be with you always, to tell you of the one who cares so much for you that she sent me, who am her greatest joy, to make you joyful instead."

The friend accepted it gladly, even as she had taken the giver into her heart, and she wrote back saying:

"You little knew what you were doing. To you it was only a ring, a dear ring, 'tis true, and associated with many pleasant and sad hours in your past—but had you known how the witchery of the opal and the subtle delicacy of the gold would prove a key to unlock for me all the pages of that past of yours, would you have given it to me just the same?"

Our rings have such an opportunity for getting at our real selves. When we are worried we like to sit and twirl them around our fingers, and there seems to be some soothing power in the gentle motion which drives away the worrying from our hearts. Our rings are with us thus, in glad times and in sad,

when we are foolish and when we are wise, when we are vicious and when we come back to our better selves, and the delicate lights gleam caressingly and comfortably about us, or draw away and float out from us in silent condemnation, and the opal and the ring know all about it.

As you see, my friend, it is a very dangerous thing to give your ring to another person, unless, indeed, you are really ready to trust that other with the entire truth about yourself.

It is like giving him your journal to read, only you would never have been as honest with your journal as you have been with your ring; for it is impossible to write down thoughts, however personal, without a sort of inner consciousness that they may be read by some one.

The ring is such a gossip, and as I sit twirling it on my finger, it is fairly chuckling as it thinks of some of the things it has told me, and laughing in its opal sleeve at the memory of others yet to be told. You were always good to those in hard luck, the ring tells me; and that is a good sign, for there is all too little of practical sympathy in the world. We are a selfish lot, and too intent on our own progress or pleasure to step to one's side and help one weaker or less fortunate.

Then the ring tells me of numerous "scrapes"—not bad deeds, only thoughtless, only foolish, and yet there is no limit to folly's harm. In these days the soothing power of the ring was exercised to a great extent, and it tells of a little affair, what you would term an "experience," which we need not record. What college girl but has her shelf of experiences well filled for to repeat a well-worn phrase, "Experience is the name a college student gives to his or her mistakes."

The ring has much to say about your genial, merry-hearted chum, whose sunny influence is still with you—and just here the ring and I stop to moralize a bit on the subject of influence. So often an influence, either good or bad, is exerted unconsciously; we can not come into intimate relations with anyone without influencing and being influenced; and that is an argument in favor of choosing one's friends wisely. That starts another thought, as if one ever *chose* his friends—it is as much a matter of ethics, magnanimity and all that, as is love; in fact, the love that lasts is only a superstructure with friendship for a foundation. It is all as subtle and intangible as the pale gleam from the opal and as clear as the stone itself.

The ring tells of things you regret, and to regret is the first step toward retrieving. It has a poetic vein, too, and tells of boating parties down the bay in the moonlight and of strolls under the great trees on the college campus in the twilight. It grows sad and sorrowful as it tells of the dear friend you lost, and in what painful unbelief you listened when they told you that, "Time cures all sorrows;" and it tells of the severing of ties formed by affection, the farewells to the friends, and alas! alas! to happy, dependent girlhood.

And so you see, dear friend, it is a serious thing to give a friend your ring, for it gives her your past, and it leaves with you the necessity of justifying that past by creating a future, and remember, my friend, we are watching you and talking of you always, the ring and I.

CATHERINE MASTIN.

A FABLE.

"The Oyster and the Ascidian"

[Read at Biology Club, April 5, 1895, Lulu Rock.]

It was a warm August morning and down in his wet home Mr. Tunicata was astir. He was an active little fellow and even so early as eight o'clock, he had prepared himself for his morning airing.

Mr. Mollusca also was up. The portly doors of his mansion were thrown open, and while he was being refreshed by the pure air, he was busily engaged in washing out his mantle.

Now it happened that the path which Tunicata had chosen that morning for his stroll led by the house of Mollusca. Mollusca did not know this until he saw Tunicata coming toward him. They had met before and often enough for Mollusca to realize that Tunicata's company was not desirable. He wished to withdraw into his house this morning, but Tunicata was so near before he recognized him, that he could not do so without seeming rudeness and Mollusca was never rude to anyone.

Heaving a great sigh and giving his robe a vigorous shake, as though he would shake all of his ill feeling out with it, he leaned wearily up against the wall and prepared for the taunts and jeers which he knew would come with Tunicata.

"Hi, there, dear little Mollusca, how are you this morning?" Tunicata called out as he came nearer. "What's the matter with you now? You look tired out already and there's the whole day before you yet. Is it liver trouble? Ha! ha! your whole body must ache then if you've got it in your liver!"

"I'm quite as well as usual, thank you," replied modest Mollusca, taking no notice of his cruel words.

"Say, now, maybe you're going to have curvature of the spine,—you really do look pale this morning." "Ha! ha!" he laughed to himself. "I call that a rich joke."

Mollusca wisely decided that it was better not to make any reply just then, for he well knew that it would only provoke Tunicata to more severe jests, while Tunicata thought his words had been unheeded. This daunted him, as he meant that his jokes should wound his friend; so he determined to say something before he departed that would impress Mollusca. With a patronizing air, he again opened the conversation.

"Mollusca," he said, in a tone which implied condescension, "if you will put off that dignity I will stop jesting and we will talk a little sense for a while. Tell me how it is that you can be content to remain here in this one place all your life and do nothing. I want to get away from home—out into this wide, wide sea of ours and be somebody—to make all the fishes know me and let every one know I live."

"You are mistaken if you think I do nothing," Mollusca replied. "Why, I have worked all my life on this house of mine—building a little on it every day. Look at my work, do you think I have done nothing? And though I have remained in this same place I have made friends also. The fishes do know me and often stop to talk with me as they pass by."

"Well," Tunicata continued, "since you have completed your work, why can't you go and enjoy yourself—take a rest from this humdrum life?"

"I do enjoy myself now," returned Mollusca. "But I cannot leave my work and go because it is not finished yet. I must go on building all my life.

As I grow larger day by day, my house that has satisfied me, becomes too small for my body and I cannot be content to live in an imperfect building when I realize that I am able to make it better."

"Your mansion is a fine one, but you are not going to spend all your life in working on it are you and then when you die, let it lie here empty?" asked Tunicata.

"It may be used by some one who is in need of just such a home as I have made and lived in. I die, but my work will remain to tell that I have lived. And while I work away on my shell, making it just as beautiful and strong and lasting as it is in my power to do, I am carrying on another work which you, Tunicata, will never see. Here within my shell I have a pearl. It is growing purer and more nearly perfect every day, but its true perfection will never be seen until I have died, and it has been taken from me, up from out this sea into the land. There are other precious stones up there. The diamond is the most precious of them all, and the others cannot approach it in brilliancy. There will be other pearls there too and some will be much better than mine, but I will make mine just as good as I can and perhaps it may win a place near the diamond."

"Oh, well," replied Tunicata, not in the least impressed by what Mollusca had been saying, "You may go on with your noble work, but I'll take a little comfort out of my short life. If you want to work your life away here by yourself, you may—I choose to have pleasure. Yet while I pity your lonesome life and your bodily deformity, Mollusca, I do envy your poverty of nerves. They keep one in such a state of restlessness. But I must be going. Goodbye."

"Poor Tunicata," mused Mollusca, as his little tormentor departed, "I can't make him realize that I am happy and contented even though I do work steadily." Then he entered his pretty home and closed the doors that he might have a little rest before he carried his work for that day any farther.

The weeks rolled by and before the August days of the next year, Tunicata had died. And what an ignoble death was his! In his youthful days he possessed many desirable qualities and his sole object in living had been to keep every one around him mindful of his charms. But finally, tired of his frivolous life he settled down on a rock and degenerated to such an extent that he became even plainer and more quiet than Mollusca. Poor little fellow! his nerves never troubled him then.

Many human beings tunicate. They are born with talent which promises for them a useful future; but talent is nothing without application, it must be cultivated and the tunicating person has not the energy of mind to appreciate this so he loses his gift.

Man, like the little oyster, has a work to do. He aspires to a certain end, believing that if it were reached there would be no need of further effort, but as his mind develops and his heart enlarges, he becomes conscious that he can do greater things and he sets for himself a higher ideal. Thus his work is never finished. His body dies—his work lives to tell he has lived and to show whether or not he has proved faithful to duties placed upon him to perform.

And his soul—the pearl of his body—is taken beyond his earthly home. Then the greater the effort he made on earth to expand and purify it, the nearer will it be to Christ—the brightest jewel in heaven.

Mt. Carroll Seminary.

MOUNT CARROLL, CARROLL COUNTY, ILL.

INCORPORATED BY LEGISLATIVE ENACTMENT, 1832.

OFFICERS OF GOVERNMENT AND INSTRUCTION.

MRS. F. A. WOOD-SHIMER,
Principal.

ADELIA C. JOY, A. M.,
Associate Principal.

JESSIE MILDRED MAC LEAN, A. M.,
Preceptress,—Latin, French.

HENRY WILMARTH HAZZEN,
Professor of Literature and History.

JESSIE M. HALL,
Mathematics, German.

MARGARET GORDON,
Natural Science.

MRS. ISABEL DEARBORN HAZZEN,
Directress of Conservatory of Music, Teacher of Voice
Culture.

MISS L. A. SMITH,
Teacher of Advanced Pupils in Instrumental Music
and Harmony.

MARY CLARE SHERWOOD,
Art Department.

FLORENCE TURNEY,
Assistant in Literary Department.

MARY CLARE SHERWOOD,
Assistants in Music.

HENRY SHIMER, A. M., M. D.,
Resident Physician.

MRS. F. A. W. SHIMER,
Financier.

MT. CARROLL SEMINARY.

LOCATION.

Mt. Carroll Seminary is situated in Mt. Carroll, in the northwestern part of Illinois, ten miles from the Mississippi, on the Southwest and Chicago Pacific divisions of the Chicago, Milwaukee & St. Paul railway. By means of this road it is brought into direct communication with Chicago, Omaha, Milwaukee and Rock Island, and through them, with all points east, west, north and south.

Mt. Carroll is beautifully located, possessing in the lay of its land, with its undulating surface and numerous trees of abundant foliage, the charm of a New England village. It is entirely free from malaria and justly celebrated for its healthfulness.

AIM.

The plan of work throughout aims at development and training, rather than the acquisition of knowledge.

An active, useful life, in which there is a demand for the highest Christian character and well-disciplined powers is what is desired for the students leaving this institution. Those in charge seek to so direct study and surround by influences as to prepare young women for earnest living. The aims and methods of work which have already won the approval and confidence of the public, as has been shown by the liberal patronage given, will be continued but modified as experience seems to make wise, and the larger demands of a progressive age and improved society require. Physical, mental and moral training will be combined, that harmonious development of the entire nature may be secured.

HISTORY.

The school was opened in May, 1853, by Miss F. A. Wood (now Mrs. Shimer) and Miss C. M. Gregory (now Mrs. Lansing). The founders of the school remained as principals and proprietors till 1870, when Miss Gregory retired and was succeeded, two years later, by Miss A. C. Joy, as an associate with Mrs. Shimer in the care and management of the institution. Mrs. Shimer has been connected with the school from its beginning, and since 1870 has been sole owner.

For thirteen years young women and men were received as students, but the demand for room became so great that it was necessary to limit the attendance and it was decided to receive young women only.

GROUNDS.

The grounds, consisting of twenty-five acres, are ornamented with evergreens and deciduous trees of many varieties. On the Seminary grounds and farm is found a great variety of fruits and vegetables of this climate. Thousands of apple trees and grape vines with other hardy fruits are cultivated for the use of the institution.

BUILDINGS.

Three additions have been made to the original building. The last which nearly doubled the accommodations, is heated and ventilated on the Ruttan system, supplied with water and other con-

conveniences that contribute to the comfort of the members of the household. Spacious double piazzas are on three sides of the building. Thoughtful care has been bestowed on the construction and furnishing throughout, so as to make a desirable home.

HEALTH.

As has been remarked, the location favors health. As the Principals regard it of prime importance, most careful daily attention is given to sanitary measures and the physical needs of students. The school has entered upon the forty-third year of its history, and during this entire period there have been only two deaths among students, and those at an interval of twenty years. Both were chronic cases under treatment before entering. A resident physician gives attention to all needing care, and that without charge except for protracted illness, cases of which have been very few in the entire history of the school.

Students receive the personal, daily care of the Principals and teachers, to preserve, and, if necessary, to restore health. Much attention is given to physical culture. Outdoor games are encouraged; walks, drill in calisthenics, and other means of physical development, are required. The Delsarte system of physical culture has been introduced and received with favor. The influence of teachers is used to secure that mode of dress that will make continued good health possible. Regular habits are required, and they contribute in no small degree to the health and to the intellectual progress of students.

NATURAL HISTORY.

The fine collections Dr. Shimer has made of specimens in the various branches of Natural History add much to the interest of students pursuing this study. Instruction in taxidermy will be given, to any desiring it, specimens being furnished, so that each may obtain a practical knowledge.

MODE OF STUDY.

The boarding pupils study in their private rooms, and thus enjoy advantages for investigation and thought which a public school-room cannot furnish.

FACULTY MEETINGS

are frequently held and the progress of pupils is reported to the Principals, and the standing of each carefully considered.

EXAMINATIONS.

both written and oral, occur monthly, and a report of the standing of each student is sent to parents or guardian. Should any young lady enter the institution whose early advantages have not been such

as to admit of the test of a public examination, it may be private by special request being made to the director of studies.

A pupil of superior ability and application may complete a course in less time than that shown in our circular. Those whose attainments admit of it may enter an advanced class, and graduate as soon as they pass an examination in the required studies, provided an unexceptional deportment is maintained.

Students on entering the Freshman year will be examined upon all studies in the Preparatory Course. No student will receive a diploma without having completed the several branches in the Seminary, or passed an examination upon work done elsewhere, unless testimonials of scholarship are received from teachers who are known to be strict in their requirements.

Students admitted by certificate are on probation during the first year and are required to review studies if they prove to be unprepared for work upon which they have entered.

DIPLOMAS

are conferred upon those completing, satisfactorily, any of the prescribed courses.

CLERGYMEN AND MISSIONARIES.

if engaged in the work of their profession exclusively, or if superannuated, receive a discount of one-fourth from price of boarding, tuition in English Course, washing, fuel, lights and use of room. The same discount is given to the daughters of deceased clergymen. If the attendance is for less than a school year, or bills are not promptly settled according to the above requirements, no discounts will be made, but full rates charged the same as to any student attending less than a year.

MANUAL LABOR

is *not required* of any, but opportunity is given all who wish to economize expenses, or who desire it for the regular exercise it affords, to do from one to three or more hours' work per day. For this the pupil is paid by the hour, the price varying from five to fifteen cents, according to the kind of work done, the faithfulness of the worker, and the responsibility involved. Ten cents per hour is the usual average price for domestic labor not involving responsibility.

Our desire is to bring the advantages of a first-class institution within the reach of all worthy young women, hence let none who are willing to make reasonable sacrifices for an education hesitate to apply to us. We take pleasure in helping those who will help themselves.

THE OREAD.

BOOKS, STATIONERY, ETC.

Much annoyance is sometimes occasioned teachers and pupils by want of uniformity in the editions of the same work for text books. To avoid this, and as a convenience to pupils, there will be kept in the Seminary, all books, sheet music, stationery, etc., that may be needed, for sale to pupils. They are cash articles, and in case credit is desired, an additional per cent must be paid by those accommodated. It is hoped, however, none will ask it.

Text-books used in the regular English Course may be rented by pupils in the Manual Labor Department.

Pupils are requested to bring for reference such text books as they may have. A very large part of the instruction is oral, or obtained from other sources than from the particular book chosen for daily use.

GENERAL EXERCISES.

COMPOSITION.

Teachers endeavor to make composition one of the most pleasant exercises, as it is one of the most important, of the course. Pupils are trained upon suitable forms of social and business intercourse, to readiness of expression by frequent impromptu exercises, and are required to furnish essays throughout the entire course, upon themes demanding careful thought and study.

READING, SPELLING, PENMANSHIP AND DRAWING.

It is not easy to correct bad habits acquired by years, but special effort is made to have pupils good plain readers, writers and spellers. Without reference to grade in other branches, they are required to give attention to these if found deficient. Free-hand drawing in class is taught without charge to all who desire it.

LECTURES.

Professor Hazzen, in charge of the department of Literature and History, gives familiar lectures on subjects connected with his particular line of work, conducts special classes in Shakespeare, leads clubs studying Browning and other authors, and in various ways seeks to kindle enthusiasm, and cultivate a correct taste and a genuine love for the best in literature.

Familiar talks are given on health, manners, morals and other topics of special importance for young women.

Piano and Vocal Recitals are frequently given by the different music classes, at which helpful criticisms are made by the Principals of departments.

Representatives of composition, reading and music classes furnish a short program for one morning of the week after chapel.

Other opportunities for general culture are offered in the Literary Society and the Reading Rooms. All are urged to connect themselves with the former and make free use of the latter.

REGULATIONS.

TESTIMONIALS OF CHARACTER

are expected from all strangers entering. They may be from a pastor or former teacher, or any responsible person of whose standing the Principals may learn.

It is desired that pupils enter at the opening, and continue through the entire school year. As will be seen in the list of expenses, a deduction is made to those who remain to the close of the third term.

Damage done to Seminary property by any student will be charged to her. Occupants of rooms will be held responsible for all injuries done to rooms during their occupancy.

Money for personal expenses should be deposited in the Seminary safe, for which deposit a certificate will be given and the owner allowed to draw as she needs.

Borrowing and lending money or any article of clothing or jewelry among students is forbidden. Merchants and shopkeepers are earnestly requested not to give credit to any student, unless previous permission to that effect is given by the parents or guardian in writing.

Daily exercise is required.

A waterproof, an umbrella, and overshoes should be provided for each student.

Every article of clothing to be laundered must be distinctly marked.

Telegrams should be addressed to the Principals instead of to the students. *They will be read by Principals whether or not so addressed before being delivered to pupils.* The reason for this will be apparent to all.

Persons calling on pupils will please send their names to one of the Principals. No stranger will be received as a visitor to a pupil unless satisfactory evidence is given that the person is known and approved by the parents or guardian. If a gentleman, he will be expected to present to the Principals a note of introduction from parent or guardian of the young lady upon whom he wishes to call.

Students are not allowed to receive day pupils or other friends in their private rooms, without the permission of one of the Principals or the Preceptress.

Each pupil is expected to attend church and Bible class on Sunday, at such place as the parent or guardian may designate, unless the weather is unfavorable or the pupil not well. *Calls and visits are not to be received or made on that day.* The Principals do not approve of travel on Sunday.

Application for admission implies a willingness to comply with the regulations of school and keep faithfully its laws.

Experience has taught that more is lost to the institution, than is gained by the few, when one or two subordinate pupils, or those out of harmony with the general requirements of the family, are retained with the hope of bringing them into ways of right thinking and acting by judicious discipline and ennobling influences, hence such will not be retained after it is found they are not in accord with the spirit of the school.

FOUR FULL COURSES OF STUDY ARE OFFERED IN THE SEMINARY, AS FOLLOWS.
TEACHERS' COURSE.
COLLEGE PREPARATORY PHILOSOPHICAL COURSE.

	FALL TERM.	WINTER TERM.	SPRING TERM.	FALL TERM.	WINTER TERM.	SPRING TERM.
1st YEAR.	5 Latin. 5 Algebra. 5 General History. 1 Composition.	5 Latin. 5 Algebra. 5 General History. 1 Composition.	5 Latin. 5 Algebra. 5 General History. 1 Composition.	5 Latin. 5 Algebra. 5 General History. 1 Composition.	5 Latin. 5 Algebra. 5 General History. 1 Composition.	5 Latin. 5 Algebra. 5 General History. 1 Composition.
2d YEAR.	5 Latin. 5 Algebra. 5 Physiology. 2 Rhetoric.	5 Latin. 5 Rhetoric. 5 Advanced Grammar.	5 Latin. 5 Botany. 3 Advanced Arithmetic. 2 Rhetoric.	5 Latin. 5 Algebra. 5 German. 2 Rhetoric.	5 Latin. 5 German. 5 Rhetoric.	5 Latin. 5 German. 5 Botany. 2 Rhetoric.
3d YEAR.	5 Geometry. 5 German or Latin. 5 Botany. 5 Zoology. 1 Composition.	5 Geometry. 5 German or Latin. 5 Zoology. 2 Word Analysis. 1 Mineralogy. 5 Composition.	5 Geometry. 5 German or Latin. 5 Zoology. 2 Pedagogy. 1 Composition.	5 Latin. 5 German. 5 Geometry. 3 Botany. 1 Composition.	5 Latin. 5 German. 5 German. 1 Composition.	5 Latin. 5 German. 5 Geometry. 1 Composition.
4th YEAR.	5 Trigonometry. 5 Intellectual Philosophy. 5 Physics. 5 English Literature.	5 Astronomy. 5 Physics, 4 term. 5 Chemistry, 4 term. 5 English Literature. 4 Ethics.	5 Chemistry. 5 Political Economy. 5 American Literature. 5 Civil Government.	5 Latin. 5 Physics. 5 English Literature. 5 English or German.	5 Latin. 5 Physics, 4 term. 5 Chemistry, 4 term. 5 English Literature. 5 English or German.	5 Latin. 5 Chemistry. 5 American Literature. 2 English or German.

COLLEGE PREPARATORY SCIENTIFIC COURSE.

1st YEAR.	5 Latin. 5 Algebra. 5 General History. 1 Composition.	5 Latin. 5 Algebra. 5 General History. 1 Composition.	5 Latin. 5 Algebra. 5 General History. 1 Composition.
2d YEAR.	5 Latin. 5 Algebra. 5 Physiology. 2 Rhetoric.	5 Latin. 5 Rhetoric. 5 Advanced Grammar.	5 Latin. 5 Botany. 3 Advanced Arithmetic. 2 Rhetoric.
3d YEAR.	5 Zoology. 3 Botany. 5 Geometry. 5 German. 1 Composition.	5 Geometry. 5 German. 5 Zoology. 1 Mineralogy. 1 Composition.	5 Latin. 5 Botany. 3 Advanced Arithmetic. 2 Rhetoric.
4th YEAR.	5 Physics. 5 English Literature. 5 German. 2 English.	5 Physics, 4 term. 5 Chemistry, 4 term. 5 English Literature. 5 German. 2 Word Analysis.	5 Chemistry. 5 Political Economy. 5 American Literature. 5 Civil Government.

SEMINARY COURSE Completed in Five Years.

The SEMINARY COURSE consists of the Philosophical Course, with the following subjects added: Intellectual Philosophy, History of Art, Evidences of Christianity, Ethics, Political Economy, Civil Government, Zoology, Mineralogy and Geology, Astronomy and Trigonometry.

CLASS DRAWING will be required for the completion of each course, the time spent being the equivalent of two periods per week through two years, which may be taken at any time during the course.

The WRITING OF ESSAYS will be required throughout all the above courses. Greek or French may be substituted for Latin or German, or for certain English branches of the above courses, at the discretion of the Faculty.

For entrance to SCIENTIFIC and TEACHERS' COURSES, the common branches, including United States History and Elements of Book-keeping, will be required. For the PHILOSOPHICAL and SEMINARY COURSES, in addition to the above, Physiology will be a requirement.

Graduates of the Seminary are admitted without examination to Vassar and Oberlin colleges and to Mount Holyoke College in the Scientific and Literary Courses.

N. B. The figures refer to the number of recitations per week.

COURSE IN LATIN.

- FIRST YEAR—First Latin Book—Collar and Daniell.
Caesar, Bk. I, commenced.
Allen and Greenough's Grammar
- SECOND YEAR—Caesar, Bk. I, completed; Bks. II, III and IV.
Nepos—Eight Lives.
Prose Composition—Daniell.
Post's "Latin at Sight"—selected passages.
- THIRD YEAR—Virgil, six books.
Prosody.
Caesar, Bk. VII—Sight reading.
- FOURTH YEAR—Cicero, six Orations including the Mamilian Law.
Horace—Five short odes.
(Importance of sight reading insisted upon from the first.)

COURSE IN GREEK.

- FIRST YEAR—Hadley's Grammar.
Boise's Lessons.
- SECOND YEAR—Xenophon—Analysis, Bks. I, II and III.
- THIRD YEAR—Homer—Iliad, Bks. I, II, and III.
Arnold's Prose Composition—Spencer.

COURSE IN FRENCH.

- FIRST YEAR—Whitney's Grammar—part I.
Bercy, La Langue Francaise—part I.
Six Fables—La Fontaine.
- ADVANCED COURSE—Whitney's Grammar—part II.
La Belle Nivernaise—Daudel.
Un Philosophe sous les Toits—Souvestre.
Le Bourgeoise Gentilhomme—Moliere.
A few of Victor Hugo's short poems memorized.
(French is the language of the class-room.)

COURSE IN GERMAN.

- FIRST YEAR—Grammar—Joynes-Meissner.
Conversation—Methode Berlitz, erstes Buch.
Reading—L'Arrabiata, Heise.
Immensee—Storm.
Der Fluch der Schonheit Richt.
* Poetry—Die Schonsten Deutschen Lieder—Wenckebach.
* Memorized Selections.
- ADVANCED COURSE—Harris' Prose Composition, based on progressive grammar studies.
Reading—William Tell—Schiller.
Minna von Barnhelm—Lessing.
Das Haidedorf—Stifter.
Die Harzreise—Heine.
Aus dem Staat Friedrichs des Grossen—Freitag.
Dichtung and Wahrheit (selections).
Poetry—That of the first year continued.
* Conversation—Methode Berlitz, zweites Buch.
- PREPARATORY BRANCHES—Arithmetic,
Stoddard's Intellectual Arithmetic.
M. R. Powers' Practical Bookkeeping.
United States History.
Monteith's Comprehensive Geography.
Reed and Kellogg's Higher Lessons in English. Green's Grammar.
Green's English Grammar.

* German is the language of the class-room.

LIST OF TEXT BOOKS USED.

- NATURAL SCIENCE—Dunglison's School Physiology.
Orton's Comparative Zoology (structural and systematic).
Gray's School and Field Book of Botany.
Baker's Natural Philosophy.
Youman's Class Book of Chemistry.
Dana's New Text Book of Geology.
Sharpless and Philips' Astronomy.
- MATHEMATICS—Olney's Complete Algebra.
Wentworth's New Plane and Solid Geometry.
Wentworth's Plane and Spherical Trigonometry, with tables.
- ENGLISH—Genung's Outline of Rhetoric.
Reed, Kellogg & Greene—New Word Analysis.
Pancoast's Representative English Literature.
Masterpieces of American Literature—(Houghton and Mifflin.)
- HISTORY, PHILOSOPHY, POLITICAL ECONOMY, ETC. } Myers General History.
} Haven's Mental Philosophy.
} Hyde's Practical Ethics.
} Fisher's Manual of Christian Evidences.
} Gregory's Political Economy.
} Fiske's Civil Government in the United States; Goodyear's History of Art.

For text-books used in Latin and German, see courses in these languages above.

TO PARENTS.

We ask for your hearty co-operation with us. It will be a pleasure to meet you for consultation or to correspond with you, that you and we together may seek the greatest good for your daughter.

Every proper means will be used to secure a cordial home feeling for them, which not only adds to happiness, but is a desirable aid to the improvement of time.

Allow us to say that we believe that simplicity should characterize the dress of school girls; expensive clothing and much jewelry are out of place in Mt. Carroll Seminary, where much work is required and little show desired.

You are requested to furnish a list of names of those with whom you are willing your daughter shall correspond.

An abundance of healthful food is furnished, consisting largely of cereals, fresh fruits and vegetables. We urge parents to assist in maintaining the health of the institution, and explain ourselves by quoting from the catalogue of a sister institution. "We request that you do not send boxes of rich cake and confectionery to your daughters. Also, that you do not furnish them money for the purchase of these things. They are a fruitful source of sickness. Parents send us headaches and dyspepsia by express. We cannot send them back; they stay to plague us. It gives a child a moment's pleasure, and that through the appetite. It always

teaches selfish, unwomanly ways; it breeds discontent; it interrupts studies; it is a premium upon sickness, and a mistaken kindness."

Every student is needed on the first and last day of the term. It is of the greatest importance that each one should be punctual in attendance upon all duties. Will you aid us in helping to form the habit of punctuality by requiring your daughter to be present on the first day of the term?

Should pupils in the correspondence with home friends express dissatisfaction, or complain of the rules of the school, or anything pertaining thereto, the Principals earnestly urge the propriety and justice of being informed without delay, in order that the wrong, if there be any, may be searched out and corrected. A prompt, frank communication from the persons immediately concerned will receive that attention the importance of the case may demand.

Patrons are asked to address requests for special permission for daughters, directly to the Principals that there may be opportunity for correspondence should the latter deem this necessary.

GENERAL EXPENSES.

Board, heat, light, laundry, (one dozen pieces per week,) tuition in the regular courses.

Fall term, 15 weeks	\$92.00 to	\$106.00
Winter term, 12 weeks	73.00 to	84.00
Spring term, 10 weeks	61.00 to	70.00

Amount per year \$226.00 to \$260.00

From this amount for yearly patrons, who comply with published conditions, ten per cent. is deducted, which gives net \$203.40 to \$234.00 per year.

Many pupils come to the Seminary for the study of music alone; some for music and painting, and some for art alone. To such, a deduction of \$30 per year from the above yearly rates is made. Tuition in music and use of instruments are to be added, as per schedule of conservatory prices. This class of students do not pursue the regular literary course, but may have all the privileges of Class Elocution, Class Drawing, Penmanship and Composition.

Latin, Grammar, French, Greek, to pupils not pursuing a full course of study, each, per year, \$20.

Instruction in the art department, per hour 25c. The price is reduced when more than two hours per day, are spent in the studio.

Students having two "extras" receive instruction in one English branch without charge.

STENOGRAPHY AND TYPE WRITING.

Class of fewer than five pupils	\$30.00
Class of five or more	25.00
Diploma	3.00

DELBARTLE—IN PRIVATE CLASS—PAYABLE IN ADVANCE.

Fall Term—Thirteen weeks, one hour per week	\$6.50
Winter Term—Ten weeks, one hour per week	5.00
Spring Term—Eight weeks, one hour per week	4.00

For teacher's provision or system of pecuniary aid, see third page of cover.

All students whose homes are not in Mt. Carroll are required to board in the institution. For terms for town pupils a special circular is issued.

PAYMENTS

are to be per term in advance. As this is important for the prosperity of such an institution, we urge a strict observance of this requirement. Credit may be given, however, bills being settled by note within thirty days after entering, reliable reference being named. It will be noticed that a discount of ten per cent. of the bills for the year for boarding and tuition in the literary courses is given yearly patrons, which will be taken from the last payment of the year. *It is understood that this is made in case patrons comply with the terms of payment as named above.* It is not reasonable to expect us to wait an indefinite time for the settlement of bills, and to make the same discount as to those who settle promptly and according to conditions necessary to justify the discount. It is no excuse for delinquency that the bill is not presented. Our circulars show just what the expenses are, and any one really desirous of being prompt can present a sum approximating the regular term payment. When this is not done, we feel justified in making bills at the close of the year without discounts.

N. B.—A comparison of the expenses of different schools is expected from those seeking one to patronize. We would bespeak for our circular a careful examination. It will be seen that we put all in one estimate; thus the cost seems greater than that of some few similar institutions, but when the expense of various necessary items not furnished is considered, that must come in as extras in bills of those apparently less expensive schools, as lights, washing, carpets, and various other articles of furnishing, it will be found that the aggregate cost far exceeds ours, besides causing numerous petty annoyances. Again, to yearly patrons the deduction of ten per cent. reduces the actual cost to much less than that of most schools of equal merit. The real cost is no more, and as a rule less, than at similar schools claiming especial merit as inexpensive. Examine and note what is furnished.

THERE ARE NO CONCEALED EXTRAS.

We have set forth every item of school expense necessarily incurred by pupils and we give them so fully and explicitly that we flatter ourselves all inquiries are anticipated and answered.

NO DEDUCTION

will be made for absence from the school, excepting in cases of protracted illness, when the loss will be shared by patron and institution.

A FURNISHED ROOM

has a closet wardrobe, carpet, bureau, mirror, bedstead (with sprung-bed bottom, mattress and pillow), stove (if the room is not heated by furnace), chairs, study stand, pitcher or water carrier, brown dust-pan, kerosene lamp and oil can.

Students furnish their own towels, napkins, table fork and tea spoons, and for their beds, each, one pair of sheets and one pair of pillow cases, one bed quilt and one blanket and a spread.

The Oread.

JULY, 1895.

F. A. W. SHIMER,

ADELIA C. JOY,

Editors.

The chameleon takes on the color of its surroundings and is partially hid by assuming the shades of that on which it rests and feeds. The "new woman" is not only many hued but has various proportions and qualities as seen by different beholders. It is not that she changes but the prejudiced eye sees her according to his idea of what these latter days have, or ought to have, produced. Whatever her color, she is likely to be visible. To one she is the most perfect product of modern progress, while to another she is the outgrowth of "these degenerate times." The latter class grow hysterical over this "uneasy woman" who persists in not walking according to the ways of her grandmother; while the former see the dawn of a brighter day in her development. Between the two extremes, others place her, and praise or censure with different degrees of zeal. *The new woman*, as she sees her, was introduced by our friend, Mrs. Sawyer, at Reunion and now, in the columns of the OREAD, is presented to a larger circle. It is quite evident that this later day woman has found her way into the ranks of our alumnae for Mrs. Sawyer herself is a striking example of that class who find that the present furnishes all the opportunities and privileges they desire and who makes good use of those offered. A home keeper with abundant hospitality, a student of language, history and literature, a lawyer by profession though not in practice, a speaker on occasions when the voice of a representative woman is to be heard, she rejoices in woman's progress and asks for no more than is now given. If it should happen that others are a little less optimistic in their views of present conditions, it will not prevent them from taking pleasure in making the acquaintance of the modern woman presented by our gifted friend.

Among the pleasant things in school-life this year has been the spirit of harmony that has existed among all. The faculty have been united and mutually helpful. Each one cared for the interests of the other, and this exerted a good influence over the students. It was gratifying to note the warm personal friendship between the teachers, and sympathy between them and the young women of the school.

The senior class, too, was free from the petty strife that often manifests itself during the last year. The members of the class were upright and earnest, and

helpful to the faculty in many ways. The senior class should be a strong force for good in a school, and next to the faculty, exert the greatest influence, and the class of '95 came near to this ideal. They were studious, too, as were also all the other students. In fact, the earnestness and studiousness of the pupils was noted throughout the year. Each one seemed to have a definite purpose, and to pursue it with zeal.

On the whole, the year has been one of the pleasantest in the history of the school.

In December, Mrs. Shimer left for Florida, to spend the winter. All regretted to see her go, yet they knew it was best as her health demands a more genial winter climate than ours. Although she was away, her interests were here, and, from time to time, kind messages came from her to teachers and pupils. These were always appreciated. In May, her return was eagerly awaited, and it was with sadness that the news of her inability to return in time for Commencement was received. Only once before in all the forty-two years of the school's life had she been absent from the closing exercises, and then she was at the Seminary, but not able to be out. This seems a remarkable record.

However, she returned on the seventh and was warmly welcomed by the twelve or fifteen teachers and friends who remained. Although late at night, part went to meet her and bore her in triumph from the car; the rest were ready to greet her when she drove up to the Seminary. Long may our "General" live!

A. M.

One feature of the Art Department is the Saturday Sketch Class. This is free to all art pupils, and while the weather will permit is held out-of-doors; during the winter the members pose for each other in the studio.

During the winter an Art Club is held one evening a week to read of and discuss work that is going on in the Art world at large.

A branch of the Central Art Association of Chicago, which has at its head such men as Hamlin Garland, Lorado Taft and William French, has been established in Mt. Carroll and all Art Students will find it very helpful to join this. The club has regular meetings for study, and hopes to furnish occasional exhibitions or lecture courses sent out from the Central Association.

Letters from former students are always gladly and gratefully received by the Principals, though they find it impossible to reply to each. It is hoped that the OREAD will be received as an answer carrying with it the good wishes of Alma Mater for each of her daughters.

The Zoology class have been so fortunate in securing subjects for dissection, that much of the time usually given to the club programs has been taken for personal work in investigation. Yet the regular meetings have been full of interest and enthusiasm. The essays presented showed original thought and the articles read were of present interest in science. The meetings which seemed to afford the members most pleasure were the Mo'lusca program, at which they indulged in the annual oyster supper, and the Insecta program, which was given on the lawn under the pines.

The Club feel that, although the work of this year has been satisfactory, it can be made even better, and plans are being formed for reorganization, in order that all the science classes may be included.

THE GERMAN CLUB.

Realizing the need of a broader and more general knowledge of German literature and the men who have made it than one can obtain in the daily routine of a class room, a German club has been organized this year, consisting of all the German students in school, and since the first of March, meetings have been held every two weeks. The aim has been to arouse interest by showing the beauties and treasures of the language and literature, and on six evenings the following subjects and authors have been considered: The German Folk-song, German Lyrics, Lessing and Herder, Goethe, Schiller and Heine. The programs have consisted of papers, selections from the authors either read or recited, translations, where good ones have been known, with a few original renderings, and music. The Heine program, given below, was particularly interesting because so many of his beautiful lyrics have been set to music equally beautiful, and a number of them were available for the club program which was as follows:

Essay—Heine's Life and Works.	
"The Two Grenadiers,"	Schumann.
"My Child, We Were Two Children."	
"By the Sea,"	Schubert.
"The Pilgrimage to Kevlaar."	
Three Lyrics.	{ a. "To a Poodle." b. "Some Pray to the Madonna" c. "The Rose, The Lily."
"Thou Art so Like a Flower,"	Rubenstein.
Poems to Heine's Wife and Mother,	
"The Lorelei,"	Silcher.

The Schiller program followed the reading of the drama by one of the classes, and the members of the club had the pleasure of listening to two of the papers written by the class when completing the study of the play. One of these was on the character of the hero, Tull, and the other on Bertha and Rudenz.

The programs were written in German, and each had some appropriate heading—on the Volkslied and Heine programs a bar of music, on the German Lyrics one of the short, dainty poems so plentiful in German. On the Schiller program, familiar quotations from "Tull," and so on. It was a pleasant fancy of the Program Committee to have them written alternately on yellow and white cards, and tied with ribbons of the same, the school colors.

The singing of German choruses has been a feature that afforded much pleasure and amusement.

The club has as yet no name, though several have been suggested. We hope that next year it may continue to be as pleasant and profitable as this, and that then it may have a fitting cognomen. As the club develops, it is a part of the plan to have also papers bearing directly upon the study of the language itself, its growth, development, idiomatic constructions, etc. There is much for which there is no time in a regular course of study, which may be gained in an organization of this kind.

THE LATIN CLUB.

Near the first of January, there was organized a club composed of all the pupils in the department of Latin, and designed to increase the already lively interest in the subject, by discussing questions pertaining to all the classes.

The officials elected were: President, Miss Bastian, '95; Vice-President, Miss Newton, '96; Secretary, Miss Hagan, '97; Executive Committee, Miss MacLean, and Miss Ballard, '95.

The meetings, held monthly, were from the first interesting. Much thought was given to the preparation of the programs which consisted of papers relating to the Latin language and literature; the customs of the Romans; the lives of authors studied, and on mythological subjects suggested by class work. Occasionally, suitable music, both vocal and instrumental, was introduced.

The following program, presented at the April meeting, seemed to be received with much enthusiasm:

Welcome (in Latin).	Miss Hagan.
The Energy of Caesar,	Miss Seiple.
"Oratio Obliqua,"	Miss Mary Luce
How to Study Latin,	Miss Harvey
Life of Virgil,	Miss T. Fourt
Reading—Prometheus and Pandora, Miss Hostetter.	
Siege of Troy,	Miss Baty.
Farewell, (in Latin)	Miss Newton

The last meeting of the year deviated somewhat from the ordinary custom, and was a surprise to all. The OREAD Room was very prettily decorated, and

made an interesting picture when filled with the members of the club and the Seniors who were in vited guests.

At the close of the program, Miss MacLean made a few remarks, and then with two helpers quickly brought in ice-cream and cake much to the surprise and delight of all. The social half hour that followed seemed to awaken in the hearts of all stronger desires than ever for the continued success of the Club.

It is intended that the organization shall live on year after year as an important aid to the class work in the department of Latin.

REPORT OF THE Y. W. C. A.

The Young Women's Christian Association has passed a pleasant and profitable year, and we trust it has been of service, not only to its members, but to all connected with the school.

Organized in January, 1888, it passed its seventh birthday this year, and in no other year of its history has it been so prosperous financially, though in some other respects it has not reached the level of one or two other years in its history. About two-thirds of the membership of the school have been connected with the Association this year. Two attractive receptions were held, one in September and one in January as usual, for the special purpose of welcoming new students, and helping all to become acquainted.

Miss Lynne Waddell represented the Association at the State Convention at Evanston in November, and gave us an inspiring report on her return. These conventions are a means of help and inspiration of which we always try to avail ourselves by sending at least one delegate. Miss Minnie Fournier represented us at the Summer Conference at Lake Geneva last summer, and Miss Lulu Rock is to be our delegate this summer.

Some of the special meetings of the year were the observance of the Day of Prayer for Young Women, in October, when the chapel exercises were in recognition of the day, and two brief addresses were given; the Christmas service held on the last Sunday of the fall term; and the Easter service, at which appropriate music and decorations added to the helpfulness of the meeting conducted by the senior class, and wild flowers with Easter texts and poems made dainty souvenirs for all present.

The monthly missionary meetings for the year were well attended and interesting, and the largest piece of work attempted by the Association was sending a box of toys, stationery, sewing materials and clothing to Miss Lawrence, of Thaton, Burma, for use in her missionary work there. This

work was undertaken and carried out by the Association, but all the family and a few outside friends were given an opportunity to help, which nearly every one embraced. The result was that in March we sent a box valued at from thirty five to forty dollars, with transportation prepaid. When the goods were ready to send, an "Oriental Tea" was given, at which the waiters and participants in the program wore Burmese costumes that would doubtless have been surprises to the natives, could they have seen them.

All the articles to be sent were displayed about the room, and a short program on Burma was given. Then, after the serving of tea and wafers, all were given an opportunity to help pack the box. A committee who had packed it before took charge of the work, that it might be "scientifically" done, and when the work was over, all those who had been engaged in the work of preparation and packing felt well repaid for their efforts. We hope that the contents will be as helpful to those who receive them as their preparation was to the senders.

Plans will be made this summer, we hope, for more extensive work next year, that the Association may become more and more a power for good to all connected with the Seminary, and that its influence may not be confined here, but may go out into the world about us.

THE OREAD SOCIETY.

OFFICERS—FALL TERM.

President	-	-	Florence Bastian.
Vice President	-	-	Catharine Mastin.
Secretary	-	-	Chloe Baker.
Librarian	-	-	Louise Baker.
Treasurer	-	-	Mamie Tapscott.

WINTER TERM.

President	-	-	Louise Baker.
Vice President	-	-	Besse Hutchins. n.
Secretary	-	-	Lu'u Rock.
Librarian	-	-	Ada Buttz.
Treasurer	-	-	Catharine Mastin.

The work done by the Oread Society during the past school year has been both pleasant and instructive, and the programmes of the regular meetings have been well carried out.

Some of the most pleasing features of the year's work have been poems, book reviews and original stories. The most interesting of the last mentioned has been "Transformations," a story of art life in New York, written by Mary Clare Sherwood.

At various times in the year the Society has enjoyed short lectures given by Prof. Hazzen, of which

the most interesting, perhaps, was that on "Transcendentalism." There have also been entire evenings devoted to the life and works of one author. The Howell programme was most interesting.

On the evening of February 26th the following programme was rendered in the Seminary Chapel by the members of the Oread Society:

PROGRAMME.

PART I.

1. Address of Welcome By the President, Lonise Baker.
2. E. H. Sherwood L'Heureux Retour—Caprice Brillante.
Luella Glass and Ada Buttz.
3. Essay "Importance of a Determined Purpose."
Lulu Roek.
4. Tennyson { (a) "Break, Break, Break," Tressa E. Fourt.
(b) "The Bugle Song."
5. Hiller Murmuring Zephyr.
Besse Blamer, Nellie Foster and Luella Glass.
6. Oration "Is Literature Indicative of National Progress?"
Florence Bastian.
7. Moszkowski—Valse in A Besse Blamer.
8. Longfellow—"The Famine," Besse Hutchinson.
9. Carl Bohm—"Still Wie die Nacht," Louise Baker.
10. Tableaux { (a) An Angelic Choir,
(b) Under the Mistletoe.

PART II.

1. Play—"A Society Sham."
Written by Lynne Waddell, Brandonville, W. Va.

Characters.

Mrs. Fortney, a Chicago widow	Luella Glass.
Meinice Fortney, her eldest daughter	Mamie E. Tapscott.
Lenora Fortney, her second daughter	Frances Ballard.
Helen Fortney, her youngest daughter	Chloe Baker.
Thespia Colbroke, her niece	Nellie Foster.
Persis Henderby, an old maid friend of Thespia	Ada Buttz.
Prof. Nelson, Lenora's teacher	Harper G. Hicks.
Mrs. Watson, a woman of position in Chicago	Catharine Mastin.
Blanche Scott, a fashionable girl	Besse Blamer.
Tilly O'Larry, the Irish maid	Minnie M. Fourt.
2. "America." (Audience join.)	

The parts were well performed, and all who heard the programme were highly pleased with its execution.

The Library of the Society has been much improved this year, until now there is abundant opportunity for excellent and extensive reading.

PRESENT OFFICERS.

President	-	-	Besse Hutchinson.
Vice President	-	-	Tressa Fourt.
Secretary	-	-	Catharine Mastin.
Librarian	-	-	Jessie Capperone.
Treasurer	-	-	Nelle Foster.

Few parents are called upon to have so many pass out from the home nest, in their early years, as have Rev. and Mrs. J. B. Hutton. Some years ago, a daughter just entering early womanhood went to her eternal home. Last July we chronicled the death of the regal Grace and this year the suffering, loyal Floy has been laid beside her sisters. A few years ago, Floy and Grace were members of the seminary household and each made her own place, won and held her friends, and has been mourned by a large number of schoolmates widely scattered. The father, mother and brother who remain have the deepest sympathy of these who have known and loved their Floy and Grace.

THE FORTY-SECOND ANNIVERSARY

—OF THE—

MOUNT CARROLL SEMINARY.

Recitals by Graduates from the Conservatory—May 8th, 14th, 15th, 24th and June 3d. Attendance by invitation.

SUNDAY EVENING, JUNE 2.

Baccalaureate Sermon Rev. J. P. Philips, Baptist Church.

MONDAY, JUNE 3.

2 P. M.

Class Exercises Seminary Campus.

TUESDAY, JUNE 4.

2 TO 5 P. M.

Art Reception Seminary Studio.

8 P. M.

Commencement Exercises Baptist Church.

WEDNESDAY, JUNE 5.

10:30 A. M.

Business Meeting of the Education Society Oread Room, Seminary.

2:30 P. M.

Public exercises of the Reunion Society at Baptist Church—Address by Mrs. Winona Branch Sawyer, of Lincoln, Nebraska.

8 P. M.

Annual Concert of the Conservatory Baptist Church.

There was a large attendance at the Baptist Church on Sunday evening. It being the occasion of the Baccalaureate sermon by the Rev. J. Philips, before the forty-second class of Mt. Carroll Seminary. The teachers and pupils were there in full numbers, and in the front seats, especially reserved for them, sat the sweet girl graduates of '95.

The Rev. Mr. Philips was assisted by the Rev. Mr. Stuckenberg, who read as the Scripture lesson the 144th Psalm, and after the anthem offered a prayer.

The music, specially prepared for the occasion, was beautiful in itself, and finely rendered. There was an anthem by the quartette choir, "Still with Thee," and Miss Troutfetter sang "Ave Maria," by Migand, with violin obligato by Mr. Grove.

The quietness of the congregation attested to the interest that was taken in Mr. Philips' most able and helpful address. His text was from Zachariah 9-17: "For how great is His grandeur and how great is His beauty." A brief synopsis of the principal thoughts is as follows:

It is our part to take the goodness and beauty of God into our lives and then to give it out to others. The vision of Daniel regarding the dominion of the four great beasts was cited. These signified the four great dominions of the past, whose one element in common was that of brute force. Their destruction was foretold. They were to be conquered by a dominion which should be eternal, that of humanity in its highest sense, "Take unto the Son of Man." It is the duty of us all to help to put down this brute force and to raise in its place the dominion of "His goodness and His beauty." The elements which make up this beauty which we must spread are, patience, corollation, purity, power and the ability to see the opportunities for beauty in the things nearest us however small. Not many are the great or celebrated women of each age. These are raised up for special emergence. But all have the chance to aid in putting down the brute, in bringing in the kingdom of the Son of Man, and in showing forth His goodness and His beauty. Mr. Philips closed his sermon with a few words of thanksgiving in behalf of the young women who are about to leave their school days and step out into the arena of life, and prayed that they

might have strength to battle with the evils which would confront them and to live in His beauty. The service was concluded by a benediction after singing the following appropriate hymn:

"Am these Thy soldiers, mighty Lord,
With the shield of faith and truth's sword,
Forth to the battle now they go
And boldly fight against the foe,
With banner of the cross unfurled,
And by it overcome the world,
And as at last receive from Thee
The palm and crown of victory."
—[The Democrat, Mt. Carroll.]

CLASS EXERCISES,

JUNE 3, 1895.

PROGRAMME.

Meeting	Mary D. Miles.
Class Roll	
Constitution and By Laws	Minnie Eddy.
Chorus	"Class Song."
Class History	Mamie Tapscott.
Prayer	"The Spirit of the Pines"
	Frances Bazaril.
*To be responded to by Life Members.	
Chorus	"Hush Little Junior."
Change of Officers	Lynne Waddell.
Conferring of Degrees	
Resolves of '96,	Beatie Hutchinson.
Chorus	Class Song.
	Chorus.
	Olive and Cremon.
Lynne Waddell	President.
Florence Bazaril	Vice-President.
Mamie Tapscott	Secretary.
Chas. Baker	Treasurer.

Those who had the pleasure of attending the Class Day Exercises of the Class of '95, at the Seminary yesterday afternoon, were indeed well entertained. The bright June sunshine gleaming through the trees on the fresh, young, girlish faces, so bright with hope and happiness, made a picture that few will forget. The programme was a varied one. Many good thoughts and bright hits appearing in all of the numbers. The Junior class of thirteen promising young students were present in a body and received words of advice and friendship from the Seniors, which were responded to in a happy manner by one of their number. It is the wish of all of the many friends of the Class of '95 that the goddess of sunshine, which shone down so kindly upon them yesterday, may be emblematic of the bright sunny future before them in life's great school.—[The Democrat.]

Extract from the "Spirit of the Pines," by Florence Houston, read on Seminary Campus, June 3, 1895.

For plants unfilled and hopes unshedd,
Make them our striving hearts,
Which never wear our doubts and fears,
And courage high hearted.

But calm and firm the pine trees stand,
Their needles fall the laurel,
And ever stand and they sing,
Their song of peace and rest.

The winds may cool and blow their tops,
The tempest beat its blast,
Yet they will make their roots more strong,
And when their tops are past

This has to be the way to live,
As if with mighty strength,
And patient things they must to feel,
To gain the end their strength.

To let them never seemed to say
"Things can be made to last,
The end that bettered our own ways
That what's already gained."

The last of the series of recitals was given by Miss Clara Troutfetter, who graduated in the Medal Course of the Vocal Department. "One forgets the details of the art when listening to Miss Troutfetter, for she is the thorough artist."

SONG RECITAL.

— BY —

CLARA E. TROUTFETTER,

JUNE 3.

See deep enough, and you see musically; the heart of Nature being everywhere music, if you can only reach it.
CARLYLE.

PROGRAMME.

(Memorized.)

I.	Neillinger Ma Dowell	The Robin. In the Woods.
II.	Schumann Rheinstein, op. 33, No. 2 Fring, op. 16, No. 5 Schubert	Mosses. Lied. "Wacht der Nacht." Wanderer's Nachtlied.
III.	Randell (Messiah)	Remme Greatly.
IV.	Bungert, op. 37 Der, op. 51, No. 1	Die Imoley, Das Mädchen am Mond.
V.	Meyerbeer	Kubert's die Stern.
VI.	Graben-Hoffman (Duet)	Ich fahre den Oden.
VII.	Liszt	Keint du das Land?
VIII.	Meyer-Hellend Foot (Carmin)	The Magic Song. Le Huitiera.
IX.	Le... (Miss L. A. Smith, Accompanist.)	Die milde Rose.

The Art Reception in the Seminary parlors yesterday afternoon was as usual one of the pleasant features of Anniversary Week. People in the Western States are beginning to appreciate the necessity of broader art culture and that no education is complete without it. Here in our midst we have an opportunity for art study. Miss Sherwood, who has charge of the department, appreciates need of art study and aside from her class duties has helped organize a branch society of the American Art League in this city. The society is an interesting one and promises to be very successful next year. The work of the pupils this year is very good and shows much promise for next year. There are no Seniors and all young students. Of course we cannot, among so many numbers, mention all. The work done by Miss Cane shows special attention and industry, and will no doubt next year show even better examples of her study. Many of the charcoal sketches were interesting, especially those done from casts.

Miss Sherwood certainly deserves much praise for her careful teaching, and we insert a kindly word from Miss Denton, a former teacher. "Knowing what I do of Miss Sherwood's talent and the thoroughness of her art study in New York, I hope for most excellent results in your Art Department. Your pupils who fail to avail themselves of the opportunity to study with her are missing a rare chance"—[Daily Democrat, Mt. Carroll.]

COMMENCEMENT PROGRAMME, JUNE 4.

Kaiser March	Wagner.
Misses Blamer, Hutchinson, Glass and Buttz.	
PRAYER.	
Holy is God the Lord, (from Elijah)	Mendelssohn.
Ignorance as a Medium	Miss Ballard
Allegro gioioso, op. 42	Mendelssohn.
Miss Schriener.	
(Second Piano, Miss Smith.)	
The Purifying Influence of Poetry	Miss Bastian.
"My Heart at Thy Sweet Voice,"	Saint Saens'
from Samson and Delilah	Miss Miles
Sincerity as an Element of Character	Miss Fourn.
Polonaise, op. 53	Chopin.
Mrs. Frank.	
"O del mio dolce ardor," (1714-1787).	Gluck.
Miss Louise Baker.	
Tennyson's Delineation of Women	Miss Miles.
Variations, E flat Minor	Sinding.
Miss Chloe Baker.	
(Second Piano, Miss Smith.)	
The Approach of Dawn	Miss Tapscott.
Swiss Echo	Eckert.
Miss Ferrenberg.	
Nemesis	Miss Waddell.
Concerto, op. 69, Andante, Allegro con fuoco	Hiller.
Miss Harvey.	
(Second Piano, Miss Smith.)	
Presentation of Diplomas.	
Benediction.	

PUBLIC EXERCISES OF THE REUNION SOCIETY, JUNE 6.

J. M. Rinewault, President.

Piano Solo—(a) Song without words, No. 19, Mendelssohn. (b)	Miss Buttz.
Gipsy Rondo, Haydn	Miss Buttz.
Quartet—Annie Laurie	Misses Hall, Hostetter, Coleman and Dunshee.
Address—The New Woman.	Mrs. Winona Branch Sawyer (Class of '74), Lincoln, Neb.

CONCERT PROGRAMME, JUNE 5.

Rossini	Overture to William Tell.
Misses Blamer, Hollinger, Schriener and Hutchinson.	
Schumann	Chorus from Paradise and Peri.
"Deck We the Pathway."	
Euterpe Club.	
Henselt	Bird Etude, for two Pianos.
Miss Florence Bastian and Miss Louise Baker.	
Smart, [Trio.]	Run Up the Sail.
Miss Beaver, Miss Glass and Mr. Grove.	
MacDowell	Witches' Dance
Miss Chloe Baker.	
Schira [Duet.]	Spring Time.
Miss Bessie Blamer and Miss Nellie Foster	
Schumann	Concerto, A Minor, Allegro affettuoso.
Miss Zella Shirk.	
(Second Piano, Miss L. A. Smith.)	
Chaminade	Summer.
Miss Louise Baker.	
Wagner-Liszt,	Spinning Song from the Flying Dutchman.
Miss Grace Harvey.	
Dell'Acqua	Villanelle.
Miss Clara Ferrenberg.	
Chopin	Rondo in C for two Pianos.
Miss Bessie Blamer and Miss Annie Glass.	
Delibes (Bakre)	Italian Belle Song.
Miss C. E. Troutfetter.	
Mallabon [Duet.]	LaNotte, (The Night.)
Miss Mary Moses and Mr. J. A. Miles.	
Saint Steub	Concerto, G. Minor, Scherzo, Presto.
Miss L. A. Smith.	
(Second Piano, Miss Troutfetter)	

COMMENCEMENT AT MOUNT CARROLL SEMINARY.

The closing exercises of this school are over, and students have scattered over the length and breadth of the land. The exercises were of unusual interest this year, and spoke well for the earnest, honest work that has been done. The recitals of the graduates in vocal and piano have evidence of careful training in those departments. These recitals were given at intervals throughout the month of May, while one, given by a young lady, who had completed the gold medal course in voice culture, came on the 3d of June, and made a pleasant connecting link between the baccalaureate sermon of the night preceding, and the graduation exercises of the one following.

On the evening of the 4th, thirteen young ladies stepped into the ranks of alumnae, to be a credit to their *alma mater*. The long programme was carried out without a break, and was intensely interesting, as was indicated by the close attention given by the crowded audience. The papers and orations presented by the graduates in the various literary departments, were of a high order, showing clearness of thought and careful preparation. The music also reflected great credit upon the young ladies and their teachers.

The address to the graduates was made by Mrs. Winona Branch Sawyer, of Lincoln, Neb. It was one of the best it has ever been the writer's good fortune to hear. Mrs. Sawyer is a Seminary girl of years gone by, and is very prominent in educational circles in her city. The school was fortunate in securing her both for that evening and to lecture before the Reunion Society the next afternoon.

The Conservatory Concert of the 5th was a grand success, and closed triumphantly the exercises of the week. Following the lecture that afternoon came the Reunion Banquet in the Seminary dining hall. A large number were gathered there to enjoy a social hour. The toasts proposed were pleasing and the responses happy. May this time-honored custom of having a reunion banquet long remain!

The exhibition of work done in the Art Department this year, which has just ended, was remarkably good. For several hours the studio and parlors were thronged with interested visitors, and words of high praise were heard on all sides. The exercises throughout were a complete success, and the Faculty feel encouraged as they look back over a successful year.

The work done at the Mount Carroll Seminary has always been noted for thoroughness, and the aim is to keep the standard equal to that of the best schools in the land. There is life and activity here, and a visitor must be impressed with the earnestness of all—both students and teachers.

The commencement season was somewhat saddened by the absence of the revered Principal, Mrs. Shiner, whose health would not permit of her leaving Florida in time to reach here for the week. Only once before in all the forty two years of the school's life has she been absent from the graduation exercises, and that time she was at the seminary, but not able to go to the church. Such a record seems remarkable. Hers is a noble life, and is strongly felt in the school. As one of the old students said, "She is the school."—[The Standard, June 13, 1895]

"An excellent school, in which thoroughness is the aim, wherein also a pupil may help herself and be helped to an education, and where high attainments in music and art are available"—E. WELLS, Pastor of Baptist Church, Charleston, S. C.

As I grow older I realize more and more fully how much the two years spent at Mt. Carroll has meant in my life.—GRACE WHITE MIGNELL. Private letter, Aug. 25, 1894.

KIND WORDS FROM FORMER STUDENTS.

"I wish that I could tell you how much I feel my indebtedness to you for those years of helpfulness spent with you. Life is much better and sweeter to me because of it. I believe I appreciate the noble aims and splendid methods of your work."

MARY VAN VECHTEN PINKNEY. (Class of '82.)
Chicago.

"I feel happy in having this opportunity to speak of an institution which I hold in such affection as Mt. Carroll Seminary. The free and delightful intercourse among students and teachers—making for independence and individuality—the high art standards that fostered aspiration rather than ambition, and, last and chiefly, that deep heart culture that guided us through our searchings among ancient and modern philosophers and poets—the never-fading inspiration of after years—all these are undying memories. May many maidens, in many years, enjoy these privileges! This is the wish of a former student."

EVEL MAY ROE. (Class of '88.)
Chicago, May 21, 1895.

I said to a friend, recently, "I cannot begin to tell you how much I owe to my Alma Mater, not simply because it is a girl's school, but because it has an atmosphere peculiar to Mt. Carroll Seminary." I have been connected, as student and teacher, with a number of academic schools, but nowhere have I seen the spirit which pervades this place. While one finds an unusual ambition prevalent among the girls to prepare for lives of usefulness—careers in the professions, music, art—more than this, there is in the general thought that which develops high ideals, unselfish living, and earnestness of purpose.

With most capable teachers in each department—teachers whose preparation of heart has been equal to their scholarly and artistic attainments, thoughtful students are led to the higher planes, and frivolous girls become earnest women.

LILLIAN HAMILTON GARST. (Class of '81.)

"I was so impressed with the measures of instruction, and such a spirit of earnestness prevailed in the school, that the memory of that year's work has never been dimmed by the rushing and turbulent experiences of the years that have since gone by, and I owe much of the success of my life—which, perhaps, has been more than is given to the majority of men—to the strengthening of all that is good in me which I sustained during the formative period of my life."

E. H. PRATT, M. D., LL. D.,
Lincoln Park Sanitarium, Chicago.

"I shall always regard my going to the Seminary as the most important event in my life, and among other things for which I am profoundly grateful to my parents, there is no one thing for which I am more grateful than for their decision to send me to Mt. Carroll Seminary."

H. H. C. MILLER,
Attorney at Law, Chicago.

"I wish to thank you for the facilities for study and the excellent instructors, whose guidance made work a pleasure, and still more earnestly for the atmosphere by which I was surrounded, and for the examples of noble and beautiful womanhood set before me in the lives of principals and teachers. During my later connection with the school as an assistant teacher, your kind thoughtfulness for my welfare and your constant interest in my work merit my gratitude."

MADGE L. MYERS HILTOP. (1884 and 1885.)
Class of '84. Wilmette, Ill.

"Mt. Carroll Seminary is a leading school for young ladies, and in nearly every state in the Union may be

found noble women who are its graduates. There is a place where intellectual worth is valued above financial, and Mt. Carroll Seminary welcomes only those who seek knowledge in its true sense to aid them in leading lives of usefulness and progress, and who regard virtue as its own reward."

AMATA DUNNING. (Class of '92.)
Spokane, Wash.

"This Seminary stands unrivaled in point of practical work. Its method of instruction requires not alone that its pupils be simply good, but good for something. They are not taught certain rules and formulæ that under certain circumstances will produce certain results, but they are given those broad, fundamental principles of life which, under any circumstances, will grapple the materials at hand and transmute them at will into elements of success. There has been scarcely a day in the fourteen years since leaving the Seminary that I have not had new occasion to be grateful for the thorough discipline received during my course of study."

WINONA BRANCH-SAWYER. (Class of 1871.)
Lincoln, Neb.

It will be observed that some of the above quotations are from men. By way of explanation, we would say that the institution was for both sexes in its earlier days, and that young men were then fitted for college.

FROM PATRONS.

It is a pleasure for me to commend the Mt. Carroll Seminary as a school and home, or school-home, for young ladies. The instruction and social life are wholesome and invigorating—a mingling of robustness and refinement. My acquaintance extends over a number of years, both as an observer and a patron.

J. P. PHILIPS,
Mt. Carroll, Ill.

Hailey, Idaho, May 7th, 1895.

As a patron of Mt. Carroll Seminary, I take pleasure in saying that I regard this institution as one of the best of its class to be found anywhere in the West. Climate, healthfulness, thoroughness in all its teachings, together with the moral tone by which it is surrounded, make it a most desirable school for the thorough education of young ladies.

W. T. RILEY,
Ex Register U. S. Land Office.

"This is to certify that I have been acquainted with and a patron of Mt. Carroll Seminary, of Mt. Carroll, Ill., for more than twenty-five years. I believe it to be the best school in the West, and can conscientiously recommend it to all having daughters to educate."

G. F. VAN VECHEN,
Banker, Cedar Rapids, Ia.

Rev. J. A. Smith, D. D., of The Standard, Chicago, says: "We feel warranted in pronouncing this school, for all the highest purposes of education, one of the best in our knowledge. We regard it as unsurpassed in the West, whether as respects the judiciousness of the discipline or the substantial value of the instruction."

A patron of the school writes thus to a friend in announcement of her choice:

"The management of the institution is still in the hands of its projector, Mrs. F. A. W. Shimer, whose work, established more than forty years ago, only increases in wisdom and judgment as the years move on. The Associate Principal, Miss Adelia C. Joy, of twenty-one years' experience, is still the able, efficient assistant of Mrs. Shimer, carrying out all general purposes of the work with great efficiency and Christian grace." C. H.

"The name of Mt. Carroll Seminary will always bring to remembrance, of good things not to be forgotten, kindness given, usefulness wrought, with best paths pointed out and wrongs to be avoided, along with present enjoyment. * * * I had previously not a very exalted opinion of boarding-school life, and only made the trial expecting much to be displeasing, but I had a most pleasant awakening to my unfounded prejudice. It has done us all good, aside from the knowledge obtained. I can only say I am grateful, and with many good wishes for the entire household of Mt. Carroll Seminary."

T. PARKINSON,
Centralia, Ill.

[The above is quoted, by permission, from a private letter received by one of the principals.]

"As a patron of Mt. Carroll Seminary for four years, it affords me great pleasure to add my testimony to that of the many others who so well know its excellence. I know of no school in the country that affords better facilities for obtaining a thorough education, and in music none so good. With these advantages, and, what is still better, the high moral culture which has ever been a prominent characteristic, this school should be patronized to its full extent, as it deserves."

Very truly yours,

J. M. ELDER,
Attorney and Banker, Concord, Iowa.

"The feature that impresses me most in the Mt. Carroll Seminary is the one of allowing the girls to help themselves to an education. This is a great consideration in cases where girls have more ambition than money. I hope to hear of the future welfare of the school."

MRS. S. C. HANSON,
Murphysboro, Ill.

Col. Chas. E. Baker, Assistant Adjutant General, Sioux Falls, South Dakota, writes: "The experience with one daughter at the Mt. Carroll Seminary has been so pleasing and so satisfactory, that it will be exceedingly gratifying if our plans for the next daughter to follow her can be fulfilled, because the age of the school, the reputation for successful practical work, as well as the attractiveness of the location, all of which caused us to patronize the place, have convinced us that we cannot make a better selection.

The daughter just graduated has the imprint of the wise and careful training received during the years she attended, and we shall cordially and heartily recommend the Seminary to any inquiring friends."

June '95.

CHAS. E. BAKER

Important.

An intelligent, and industrious woman, *without means* to give her daughter a *liberal education*, may learn of an excellent opportunity by corresponding with the Principal of Seminary at Mt. Carroll, Carroll Co., Ill. Give particulars at once in first letter and thus save time, avoiding a long correspondence.

National Educational Association

Meets at Denver in July. The Burlington Route makes a low rate, and tickets are good to return until Sept. 1st, 1895. Teachers—and others—will find the best accommodations and quickest time via this route. Apply to any of its agents, or write to W. J. C. Kenyon, Gen. Pass. Agent, St. Paul, Minn.

Colorado in July

Is the best place to go for escape from summer heat. The Burlington Route—pioneer and favorite line, makes a low rate there in July. Open to all, whether teachers or not. Apply to any agent, or address W. J. C. Kenyon, Gen. Pass. Agent, St. Paul, Minn.

Free Scholarship A Prize.

The Mount Carroll Seminary will place at the disposal of each and every County Superintendent in the northwest a sufficient number of scholarships in this institution to furnish one to every principal of a *Public High School*, to be used as a prize to be given to the young woman in his or her school who ranks as the best student,—intellectually and morally,—or the one giving promise of superior excellence, with the desire and ambition to attain a high grade as a student, having in view an exalted standard of usefulness in the world. This scholarship will cover a *four years' course of tuition* in the College Preparatory, embracing English, Latin and German.

The *Conservatory of Music and the Art School* of the Mount Carroll Seminary each offers Scholarships to be used in a similar way, designed for young women who shall have graduated from a High School, who give evidence of superior talent for Music or Art, and who shall during the first (trial) term, prove to the management of the Seminary such superiority. A scholarship in music covers instruction and practice to the amount of *sixty dollars per year for four years*.

A Scholarship in Art means instruction in the Art Department to the amount of sixty dollars per year for four years.

A discount of ten per cent. on the general expenses for each year will be taken from the last term bill, as to other students attending a full year, and complying with the usual requirements.

The object of this offer is to make it measurably easy for a young woman of high aspirations to take an advanced course, and, on the part of the institution, to bring to it young women of superior ability, talent, and worth.

It is further contemplated to give one out of every ten of the Scholarship students, who by her superior attainment wins it, a prize of one year's tuition in any institution she may choose in the United States, in which to take her college or finishing course.

The President invites correspondence with County Superintendents and Principals who may be interested in the offers here given.

County Superintendents of Public Schools in Illinois.

SIRS—We invite your attention to our Teacher's Provision, and ask your co-operation in making it of benefit to the class for which it is designed. We offer tuition free to one teacher from each county, and will add to that offer the use of text-books free. We also allow those preparing to teach to give notes (one year without interest) for the payment of one-half their expenses, the other half being paid by manual labor or cash while connected with the Seminary. By availing themselves of these opportunities many young ladies of limited means have obtained an education, and have been able to meet their obligations. Without some such assistance, these young women could not have received what they so much desired and needed. We can not thus assist every one who applies. We wish to aid those who will make the best use of an education, and hence we desire each applicant for free tuition under this provision, to obtain a testimonial from the superintendent of the county in which she resides. We ask superintendents to recommend only those who will be an honor to the profession of teaching that, together, we may hope to raise the standard of education. The success which so many of our pupils have met, encourages us to make the Normal Department a still more prominent feature of the school than in the past.

Hoping that the Superintendents addressed will heartily co-operate with us in thus assisting worthy young women and the cause for which together we are laboring, I remain,

Very truly yours,

F. A. W. SIMMER.

Conservatory of Music.

INSTRUMENTAL AND VOCAL DEPARTMENTS.

To give music a place among other branches of instruction, it is necessary to have a systematic course of study.

The course in piano forte has recently been revised, specifying the particular work required in the different grades. It can be obtained on application by any one interested in this department.

The system of daily lessons in music has been tested here for many years with the most satisfactory results. Its advantages over other systems are clearly apparent.

The regular course is such as to enable students of average musical ability and industrious habits to complete the same in three years.

It is divided into six grades. Students may enter any grade for which they are found qualified on examination. Some previous knowledge of the rudiments of music are expected of pupils entering the regular course. Superior advantages, however, are provided for pupils beginning music.

The following is an outline of the Piano Course in the Conservatory:

GRADE I.—Is devoted to notation and technique, easy exercises, studies and pieces.

GRADE II.—Exercises, studies and pieces of moderate difficulty.

GRADES III and IV.—Exercises, studies and pieces of more difficulty according to revised course of study above mentioned.

GRADES V. and VI.—Exercises, studies and pieces of greater difficulty for developing a higher degree of technique, interpretation and musical intelligence.

Requirements for graduation include the following selections memorized:

FIRST COURSE.

One concerto. Mendelssohn G minor concerto, or equivalent.

Two Beethoven sonatas. Two Bach fugues.

Two groups of smaller solos.

ADVANCED COURSE.

Two Chopin Etudes. Two Bach Fugues.

Three Beethoven Sonatas. Two groups of smaller solos. One concerto of the classic school. One concerto of the modern school.

MEDAL COURSE.

Four Chopin Etudes from op. 25. One Bach Fantasie. Chopin Sonata, or Beethoven sonata op. 110. Two groups of four solos each. Four concertos.

A demonstrative examination or recital given before the Conservatory pupils is required of each graduate in the advanced course, and the program as far as possible memorized.

For developing touch, phrasing and musical interpretation, the Sherwood method is used, combined with Mason's Touch and Technique.

Careful attention is given to the use of pedals according to Schmidt.

THE TECHNIPHONE.

Practice for developing strength and freedom of the fingers, wrists and arms by use of the techniphone is recommended to all piano students.

None but students of unusual musical ability are encouraged to complete the Medal Course.

A knowledge of harmony is as essential to the musician as a knowledge of grammar is to the writer of books.

HARMONY COURSE.

FIRST TERM.

Intervals:—

Fundamental chords and derived chords.

Primary Triads of Minor Scale.

Collateral Triads of Minor Scale.

Triads of Minor Scale.

Inversion of Triads.—Derived chords.

SECOND TERM.

Chords of the Seventh.

Sept. chords. Dominant Sept. chords.

Inversion of Sept. chords.

Collateral Sept. chords.

Collateral Sept. chords of the major scale.

Collateral Sept. chords of the Minor scale.

Inversion of the collateral Sept. chords.

Deceptive Cadences.

Irregular resolution of the Dominant Sept. chord.

Irregular resolution of the Collateral Sept. chords.

Chords of the ninth, eleventh, etc.

Altered chords.

THIRD TERM.

Tones foreign to the Harmony.

Accidental Tone combinations.

Passing Tones.

Alternating Tones, appoggiatures.

Organ Point (Pedal Tones.)

Stationary Tones.

Each term of Harmony is concluded by a written examination.

ADVANCED HARMONY.

Elements of Composition.

Modulation in its different forms.

Harmonization of the Major, Minor and Chromatic Scales.

Melodie Progression of the Bass.

Harmonization of the Melody in the Soprano.

“ “ “ “ “ “ Alto.

“ “ “ “ “ “ Tenor.

“ “ “ “ “ “ Bass.

Three Part Harmony.

Two Part Harmony.

Two chords to one note in the Melody.

Several notes against one in the Melody.

Application of the Cadences—Half Cadence.

Modulation in the Melody.

Primary Musical Form and Analysis.

ORGAN COURSE.

The First and Second Grades in this Course are equivalent to the First and Second Grades in the Pianoforte Course.

Exercises in Pedal Playing.

Hymn tune Playing.

Short Modulations and Elementary Registration are given to prepare pupils to successfully conduct the usual church service.

General Musical History will be taught by means of text-books and recitations.

Outline of the Musical History Course.

The First Beginnings of Music in Various Nations. Music of the Early Christians.

The Rise of the Netherlanders.

The Italian Supremacy.

The Origin and Development of the Opera.

The Origin and Development of the Oratorio.

Organ, Harpsichord, Piano and Orchestra.

The Classic and Romantic in Music.

Lives of the Great Composers.

VOCAL DEPARTMENT.

The first and most important consideration in voice building is an understanding of correct breathing. This fact will be emphasized throughout the entire vocal course. An eminent teacher of voice culture has said, "I consider the breathing question so momentous that were it possible to engage the attention of the whole world for one single week in the study of correct breathing and consequent lung development, more solid benefit would accrue to humanity than by all the wondrous discoveries of the nineteenth century."

OUTLINE OF VOCAL COURSE.

FIRST AND SECOND GRADES.—Exercises for Tone-Production; Exercises in Breathing; Elements of Notation; Exercises in Vocalization and Solfeggio; Sight Singing.

THIRD AND FOURTH GRADES.—Exercises in Vocalization and Solfeggio continued; Exercises for Articulation in English and Italian; Marchesi's Studies in Italian; Arias of Moderate Difficulty; Ensemble Singing; Sight Singing continued.

FIFTH AND SIXTH GRADES.—More difficult studies in Phrasing and Expression; Exercises for Flexibility, Embellishments, etc., at the same time building up and memorizing a Repertoire of Church, Concert, and Operatic Music.

REQUIREMENTS FOR GRADUATION.

A knowledge of the best songs of the modern German, French and English composers; the most noted songs from Schubert, Shumann and Franz.

Arias from the standard Oratorios.

Arias from the standard Operas.

Anthology of Italian Songs of the Seventeenth and Eighteenth centuries.

A knowledge of Piano Music, equal to the First and Second Grade of the Pianoforte Course.

The Harmony and Musical History Courses are requisite for graduation in either vocal or piano departments.

For those satisfactorily completing the regular course and desiring to be more proficient, an advanced course has been arranged.

ADVANCED COURSE.

The continuation of First Course with more finish and breadth of style.

Greater familiarity with the standard Operas and Oratorios.

Bordogni's 36 Vocalises Bk. I. and II.

Exercises, studies and pieces of noted difficulty.

Proficiency in Sight singing required.

A knowledge of Piano Music equal to 3d Grade.

The final examination will include the rendering of a recital program memorized.

GOLD MEDAL COURSE.

For pupils of unusual talent in Music and gifted with fine voices after completing the Advanced Course a Special Course has been arranged to enable such to acquire greater proficiency in the art of public singing.

The literary requirements for the Medal Course includes the "General Literary Course" for students making a specialty of Music and Art.

The utmost thoroughness will be insisted upon in each department.

It is strongly recommended that pupils making a special study of music should combine with it as many studies in the literary department as they can conveniently carry without impairing their health by overdoing.

Many who have musical ability allow it to occupy all their time to the neglect of every other study, the consequence is a lack of mental power essential to the highest success in their favorite study.

Parents should understand that mental development is necessary to a good musical education, and insist upon their children carrying at least one literary study with their course in music. In this way, with judicious planning, a general literary education may be accomplished along with the Music Course without extra expense of time or money.

The advantage of having a Musical Conservatory connected with a Literary Institution cannot be too highly estimated as one may greatly benefit the other without interference.

DIPLOMAS IN MUSIC

are conferred upon those who complete the prescribed course of study satisfactorily.

TERMS AND EXPENSES IN THE MUSICAL CONSERVATORY.

The cost of instruction, we believe, we have reduced to the lowest possible figures for a first class institution. Besides the lessons given by the Principals, several associate teachers, who are thoroughly competent instructors, give lessons under the supervision of the Principals, who are responsible for the conduct of the Conservatory. Every pupil's standing and classification is determined by the Principals, and her lessons directed and controlled by them, whether under their daily instruction or under that of an assistant. Thus, while pupils taught by an assistant have instruction at a very low price, they really have the benefit of the large experience of the Principal.

CONSERVATORY EXPENSES.

Instruction in Piano, Organ (pedal bass) and Gutar Music; Vocalization (voice building), each:

Private daily lessons per year, of Assistant	\$48 00
Private lessons (same as daily) two per week, per year	22 00
Half-day, two lessons per week, one hour each, four in class per year	25 00
Private daily lessons from Principal, of either the vocal or instrumental department, per year	97 00
Private lessons from the same, two per week (same as daily), per year	40 00
Harmony and Musical Composition, class of four, from Principal, two lessons per week, of one hour each per year	40 00
Use of Piano or Organ, one hour per day, per year	10 00
Use of Large Pedal Bass Organ, one hour per day, per year	13 00

The arrangement of terms, it is apparent, brings the very highest order of instruction within the reach of those to whom, otherwise, it would be wholly inaccessible. Instruction, which in the larger cities costs \$4.00 to \$5.00 per lesson, is here furnished at a mere nominal cost. While, therefore the conservatory offers to the wealthy the best advantages money can procure, it also offers the same to those of limited means.

COURSE IN ART.

FIRST YEAR.—Charcoal Drawing from objects, and from castes of heads, hands and feet.

Recreation Painting from copies and still-life.

Sketching in pencil and charcoal from Nature.

SECOND YEAR.—Cast Drawing of fore shortened heads, and of figures, in Charcoal and Crayon. Pen and Ink Drawing. Painting from still-life in Oils and Water Colors. Sketching from Nature in various materials. Perspective and Anatomy.

THIRD YEAR.—Drawing from the more difficult Antique Casts, and from Life. Painting in Water Colors, Oil and Pastel from still-life and flowers, and out-of-doors. Clay Modelling, if especially desired. Sketching, Art History and Botany.

FOURTH YEAR.—Painting, in the various materials, from Nature. Flowers, and Head and Draped Model, from life. Art History and related reading. Sketching.

MEDAL COURSE.

Those who have completed the regular course, and desire to continue, are given a year of advanced work, for which they receive a gold medal.

The course consists of original studies from nature, in any material used in the school. These are expected to show the pupil's idea of composition in form and color. They are to be landscape, portrait, full figure and still-life, and an original plan elevation and perspective drawing of a public building, as a review of perspective work done earlier in the course.

A thesis on some art topic, approved by the instructor, is written in the fall term.

This course is expected to need three hours' instruction daily in the studio.

LITERARY COURSE FOR MUSIC OR ART STUDENTS.

The following is designed for students making a specialty of Music or Art and it is earnestly urged that every young woman completing a course in Music or

Art shall have at least as much other training as this course, or its equivalent, will give:

Common Branches.

French or German—Two years.

History—One year.

Literature—One year.

Composition and Rhetoric.

Physiology.

History of Art.

In addition to the above, one daily recitation throughout one year in any department of study that may be advisable for the student, such studies to be selected, in consultation with the faculty, from the regular courses of the Seminary.

TESTIMONIALS.

"For nearly forty years Mt. Carroll Seminary has manifested itself in Northern Illinois as an institution of the highest order for girls, and always under the leadership of the same successful teacher. Thousands of young women have here received the training which to-day is making them good wives and wise mothers, or teachers who are achieving success in their chosen profession. Its methods of instruction are such as form character, develop intellect, perfect the physical nature, and make practical women of its students. Its location is one of unsurpassed beauty and healthfulness, and its advantages for musical culture are second to those of no other western institution. We believe that it numbers fewer unsuccessful women among its graduates than any other school of equal age and size in the land."

MARY A. LIVERMORE, Boston, Mass.

"It is a matter of great satisfaction to me to note the remarkably advanced position the Mt. Carroll Seminary has taken in its admirable schedule for the improvement and comfort of its students. Especially in the department of musical art is its standard unequivocally high. It is based on the soundest principles of musical culture and value, in both vocal, instrumental and theoretical branches. The methods employed are, as far as my knowledge of the subject goes, the best extant, while the artistic culture and enthusiasm of the well equipped teachers in that field is worthy of the most highly renowned standards of our musical capitals. Upon correct methods in music must the future of the art depend."

WM. H. SHERWOOD, Pianist and Teacher.

A Chance to Make Money.

I have had wonderful success selling dish washers. Have not made less than \$8 any day and some days \$15. Nearly every family buys one. They are cheap, durable, and do the work perfectly. You can wash and dry the dishes for a family in two minutes without touching your hands to a dish. I believe any lady or gentleman, anywhere, can do as well as I am doing, as I had no experience. Anyone can sell what everyone wants to buy, and every family seems to want a dish washer. Write to the Iron City Dish Washer Co., 145 S. Highland Ave., E. E. Pitsburg, Pa. They will send you full particulars and help you as they did me. I do not write my experience boastfully, but because I think it a duty I owe to others in these hard times.

Martha B.

Letter From Miss Elizabeth Roggy.

(Miss Elizabeth Roggy (Class of '92) is one of the most loyal daughters of Mt. Carroll Seminary. It gives us pleasure to know that she is enjoying to the full the advantages of the Chicago University. At our request she sends us a brief description of University life as she finds it.)

I will try to give you a glimpse, for I can do no more in a letter, of the University of Chicago and the varied and absorbing interests which engage the student there.

The buildings in their present stage of completion number eleven, two Divinity Halls, Graduate and Cobb Halls, Kent Chemical Laboratory, Ryerson Physical Laboratory, Walker Museum, Snell Hall for men, Beecher Kelly and Nancy Foster Halls for women, each named in honor of the donor. Work for the building of the Haskell Oriental Museum is under way and another Hall for Women will soon be built.

The life in and about these buildings is marked first and most noticeably by an earnest determination to work. Every student feels and is stirred by the great possibilities of the University. Pride in what has already been accomplished and hope for what is yet to be accomplished stimulate the ambition of the students to the highest degree and make the class-room the primary center of activity and interest. Work is the common bond which unites the one thousand students. Work, faithful and conscientious, is forming the atmosphere which shall prevail in the coming years. The best in every line is here offered the student and he strives to make the best use of what is offered.

The center of the social life of the University is in the Women's Halls. These halls in the arrangement of their rooms and in the furnishings have all the equipments and artistic touches of a comfortable and elegant home. The term dormitory as it is commonly understood does not apply to the Women's Halls of the University of Chicago. A special social feature is the weekly reception given in turn by the Halls to the members of the Faculty, the students and their friends in the city. Private parties and teas are also given by many of the young ladies for special friends. Another pleasant social occasion is the informal dinner party given each week for members of the Faculty. In this way the students and instructors are brought together in delightful intercourse.

Even in a glimpse of University life one cannot overlook athletics, which are beginning to take a prominent part. Care is taken, however, to prevent the abuses so common in college athletics.

Tennis courts are numerous on the campus and tennis is a favorite athletic exercise. On certain days the women substitute this game for the regular gymnasium work.

The religious life has its outlet through various organizations, the Y. M. C. A. and Y. W. C. A. and the Christian Union being most important. The University settlement is under the direction of the Christian Union. The Y. W. and Y. M. C. A.'s beside their work in the University are carrying on a mission in another part of the city.

The Women's Halls and the care which has been taken to make them pleasant and home-like have already been mentioned. These, added to the free-

dom of opportunity and unqualified privileges which the women enjoy leave nothing to be desired by the women students. The question of Woman's Rights, as far as Chicago University is concerned, is settled. All without regard to sex on the basis of intellectual capacity only, may work for the same degrees and honors. The fact that there are eighteen women among the fellows and scholars shows their willingness and ability to improve the opportunities given them.

For both men and women life at Chicago University contains the stimulus to noble ambition and the hope of a prosperous future. All feel the power to contribute to this future by forming such traditions and such a spirit as shall do honor to the University through all time.

ELIZABETH ROGGY.

I do not think that I should ever have thought of life and of teaching in just the way I do, had it not been for the spirit of truth which pervades the Seminary life.—FANNY E. GIBBS. [Teacher in the public schools of Elgin, Ill.]

BOOKS.

We have received from the American Book Co., "Myths of Greece and Rome," and "Myths of Northern Lands," edited by H. A. Guerber. These books possess special merit, and are worthy of a much more extended notice than we have space to give. The subjects treated are of the first importance in laying the foundation for a proper interpretation of the literatures of the world. So equal in importance are these subjects that it is time wasted to discuss which should have the preference. We hope soon to make separate and distinct studies of both.

We have also received from the same house, "Illustrated School History of the World," by J. D. Quackenbos, and the "New Eclectic History of the United States," by Mr. E. Thalheimer, both of which we have under examination with a view of introduction. We think them eminently worthy of such consideration.

Of the "Eclectic English Classics," issued by the same publishers, we cannot speak too highly. The selections are fine, the editorial work good, the mechanical execution sensible, and the cheapness of the whole series is a marvel. There is nothing that can meet the literary needs of our time like old English—"pure and undefiled." To pass these books by is certainly not to know a good thing when you see it.

The "Primer" series, published by this house, comprehending Science, History and Literature, are already known by those who know anything about books, to be unrivalled. To this series is now added a "Primer of American Literature," by M. C. Watkins. It is not so great a book as Stopford Brooke's "Primer of English Literature," in the same series, because if it was, it would be the recent best book on a given subject in the world. It does not make emphatic enough what is essentially distinctive in American literature and American thought, but it is ahead of any summary we have yet seen, and plenty good enough for the use of those who want and deserve the best.

From the same firm also comes Milne's High School Algebra, which certainly has the appearance of a first class text book. Its commendatory claims are simplicity, clearness and thoroughness. These are, of course, the essential features of a good book, and in this one they are noticeable in a marked degree. Also Seidel's "Die Monate," a charming story for students in the German language, is right in line with the linguistic proprieties and advantages of our time. This is the secret of learning a modern language with thoroughness and profit—translating good stories, told in simple, graceful language, rather than blundering over didactic verse and philosophic disquisition. The study of language and literature can never be successfully united in the same recitation.

Grimm & Co. are deserving of all praise from educators everywhere, and that without stint. Their books are in use the world over, and ought to be, and the house is fully deserving of all the success that attends it. They have shown the right kind of "push;" that is, they have "launched out into the deep," and disclosed thereby a multitude of books that make glad the heart of every true teacher. Wentworth's Higher Algebra, and, in fact, everything that this author does in the line of mathematical text-books, suggests perfection.

Auerbach's *Brigitta*, for German students, is admirably adapted to sight reading.

Von Daell's Preparatory German Reader for Beginners. This is a selection of some of the simplest and best of German lyric poetry, with a complete vocabulary at the end.

W. C. Collar's abridgment of Eysenbach's German Grammar, limited to a year or two of study, and entitled "A Practical German Grammar," is in many respects a timely work. The author evidently believes in the superiority of Eysenbach's method.

D. C. Heath & Co.'s Modern Language Series is to be commended throughout. Gerstacker's *Germetshawsen* is a wonderfully interesting story of an adventurous German who came to America in 1837, returning in 1843, and having in the time lived a more varied life than could be imagined. No better plan could be conceived of for learning the German language than this series. The mechanical make up of all these books is unique and tasty.

But to the making of books there is no end, and in all departments of use, great care is needed in their selection. They are like the deeds of men, wise and otherwise.

H. W. H.

MARRIAGES.

Martha J. Edgerly, of Chicago, has become Mrs. Harvey S. Aylsworth, and is "At Home" in Kingman, Ind.

Margaret A. Fisher, of Mt. Carroll, has married Prof. W. T. Turman, of the Terre Haute Normal, and resides in that city.

Fanny Barker, formerly of Davenport, Iowa, is now Mrs. Burgess Whinery, and is living in Grand Rapids, Mich. Her husband, Dr. Whinery, is already well established in his profession in that city.

The Boston Journal announces a marriage of interest to many of our readers, so we quote in full:

HAYES—REDINGTON.

MARRIAGE IN THIS CITY YESTERDAY OF DR. S. J. HAYES, OF PITTSBURG, AND MISS M. FRANCES REDINGTON, OF BRADFORD, N. H.

Notable private nuptials in this city yesterday were those of Dr. S. J. Hayes, of Pittsburg, and Miss M. Frances Redington, of Bradford, N. H. Dr. Hayes is editor of the Dental and Surgical Microcosm, and President of the Hayes Dental and Surgical Manufacturing Company, of Chicago, and Miss Redington was formerly Principal of the Female College at Pittsburg, and has been engaged in educational work as principal of colleges the past twenty years. The ceremony was performed by Rev. A. J. Gordon, D. D. The newly married couple, after tarrying in Eastern cities until about the first of December, will return to the doctor's home at Pittsburg.

IN MEMORY OF MISS E. SOPHIA WINTER.

As news came of the death of our former co-worker and friend, we thought a soul deep in sympathy, loyal in friendship, lofty in principle, large in hope, charitable in judgment, generous in action, has put on immortality.

The morning she was laid to rest in Mt. Hope Cemetery, Ticonderoga, N. Y., a brief memorial service was held in the Seminary chapel. The psalm and hymn of the service were especially dear to Miss Winter. Miss Joy said a few words in loving memory, after which a quartette—Mrs. Hazzen and Misses Troutfetter, Dunshee and Hall—sang Schubert's "The Lord is my Shepherd."

Wednesday, December 19, 1894, in a special meeting of the Young Women's Christian Association, of Mt. Carroll Seminary, Mt. Carroll, Ill., the following resolutions were passed:

WHEREAS, Our dear friend, Miss E. S. Winter, has been removed from her life here with us to the more immediate presence of our Lord;

WHEREAS, Her life has been a noble, Christian one, strengthening many in the Faith; and

WHEREAS, Much of the work accomplished by this Association has been due to her untiring efforts, and the interest which she manifested in all students;

RESOLVED, That the members of the Young Women's Christian Association of Mt. Carroll Seminary, express

First, Our sincerest sympathy to all relatives and friends.

Second, Our thankfulness, that for so long a time we were permitted the privilege of her guidance, her ready sympathy, her generosity, her hopefulness and willing helpfulness.

Third, Our desires to make this life just closed, and so rich in faith and works, an inspiration to more earnest endeavor, deeper trust, and broader charity in ourselves.

MARGARET GORDON,
JESSIE M. HALL,
FLORENCE BASTIAN, } Com.

A window in memory of Miss Ella Parkinson and Miss Grace Hutton has been placed in the Baptist Church lately rebuilt, in Mt. Carroll. Miss Edna Dunshee, a friend of both and classmate of one, solicited the fund from members of the classes '91 and '92, to which these young women belonged, and by whom they were most deeply beloved.

Miss Maud Wilson made a brief visit at the Seminary recently when returning home from a visit to relatives of this State.

PERSONALS.

Miss Fourt is in Wauken, Ia.

Miss Besse Ackley is living in Mountain View, Cal.

Miss Hall will be with near relatives in Elmira, N. Y.

Miss Smith is with her mother at her home in Oneida.

Miss Jeannette Inman is teaching in Emerald Grove, Wis.

Miss Jannette Plambeck is teaching music in Los Angeles, Cal.

Miss Julia Hanson will spend part of the summer at Chautauqua.

Prof. and Mrs. Hazzen will spend the summer at their home in Lynn, Mass.

Miss Etza James has been teaching during the past year in Delavan, Wis.

James Macethran, here in '62, is connected with James Morgan Co., in Milwaukee.

Mrs. Josephene Claywell Shepler lately visited her mother and sister in Mt. Carroll.

The present address of Mrs. Gertrude Halteman Walsh is 2177 Irving Ave., Chicago.

This coming fall Miss L. Clemmer begins her ninth year as teacher in the Lanark public school.

Miss Grace Baskerville, a former student with us, is one of the teachers in the public schools of Sterling.

[From a report of a Farmer's Institute, in the Battle Creek Moon, published in Battle Creek, Mich.]

Miss L. W. Rundell, has been teaching during the past year in the Leland University, New Orleans, La.

Mrs. Laura Preston Williams, of Rockford, was among the visitors in Mt. Carroll, commencement week.

Miss Ethel Rhodes has been elected to the position of teacher of music in the Liberty College, Glasgow, Ky.

Miss Sherwood was one of the exhibitors in the National Art Exhibition recently held in Cleveland, Ohio.

Mrs. Joe A. Howard, of Pinkneyville, Ill., writes of the coming into her home of Hazel Dink, Sept. 14, '92.

Misses Ferrenberg, Dunshee, Miles and Rosenstock sang at the High School commencement of Milledgeville.

Mr. Hazzen delivered an address before a history club in Chicago, Saturday, and spoke Monday to a Kinder-

Miss K. McGrath has been principal of the W. H. Pepper Kindergarten at Petaluma, Cal., during the past year.

Miss Mac Lean, after a short stay in Chicago, will go with her mother and sister back to their home in Nova Scotia.

Miss M. B. Lachy, now of Chicago, gave a reading in Ewing college in connection with the closing exercises of the institution this June.

Miss Laura Holland, music teacher in Carbondale, Ill., writes of meeting Miss Libbie Kamball Washburn and grown daughter at their home in Marion, Ill.

Miss Gordon has gone to her home in Connecticut, but later she will join Miss Sherwood, who is to be with Mr. Chase's sketching party on Long Island.

Mrs. Annie B. Mitchell, of Carbondale, Ill., writes of her husband now connected with the First National Bank of that city and of the three children in the home.

The Misses Margaret and Bertha Winters send greetings from Du Quoin, Ill., and say: "We are trying to do our part to make life sweeter and better for all around us."

Jennie Smith, Oskaloosa, Kans., writes: "I hear from the Seminary occasionally and am always glad to know of its prosperity. As yet, I still hope to be within its walls again."

The home of Mrs. Mamie Hersey Burdick is now at Marengo, Ill. Mrs. Burdick has two boys, fifteen and ten years of age. She writes us that Miss Angie Benton is now in Europe.

Miss M. E. Cole writes from Sheffield, Ill., where she is teaching music. She has met Mrs. Franc Belle Clausen, Miss S. E. White, teacher in Neponset and her sister, Nellie, teacher in Buda, Ill.

Miss J. M. Riley, of the class of '92, has been re-elected to the place she has held as teacher this past year, but she has declined the offer that she may enter the Chicago University for special work.

A friend writes of the death of Mrs. Alice Beard Blundel and says: "She was a wife and mother and a useful member of society. Her taking away has cast a gloom over the entire community."

Margaret Fisher Turman, of Terre Haute, Ind., is planning to be with friends in Mt. Carroll, this summer. Mrs. Turman is teacher of drawing and penmanship in a Normal School of Terre Haute.

Miss Clara B. Moore, is at home in Troy, N. Y.—She sends pleasant letters to her former teachers and school friends in Mt. Carroll.—She has been studying in the Willard Seminary this year.

Mrs. Grace White Mitchell writes cheerily from her home in Lake City, Iowa. Of her life work she says: "It seems nothing in comparison with that which many of the girls are doing, but it is my own little corner."

Miss Virginia Dux has been lecturing in Swanton, Iowa. A friend writes of her: "What a wonderful woman she is. She says Dr. and Mrs. Stumer and the Seminary made her and fitted her for her present responsible duties."

Miss Jessie Pottle, of the class of '92, has been for two years teacher of vocal music in the college at Bay View, Wis. Two cousins of Miss Pottle, bright young students, have been members of the Seminary family this year.

Miss Elizabeth Higgins, who was with us last year pursuing her preparation for college and studying music, is now making a good record at Wellesley. Mrs. Higgins, who spent the year in Mt. Carroll with our daughter, has been often missed as one of the household who has been in sympathy, ready in cheer, generous in hospitality of worth, and efficiently helpful.

Miss Anna Danning, class of '92, sends kind words of interest from her home in Spokane, Wash. She is engaged by the Kindergarten Association and is happy in her work. Her sister, Marie, has a private Kindergarten in Spokane.

Mrs. Jennie Mackay Coleman returns from California this summer, and she, with her husband, again enters the college at Wader, Minn. Miss Sarah Hesteter is to be in charge of the Vocal Department of this institution this coming year.

Miss Helen Cooley, remembered as an enthusiastic teacher of natural sciences at the Seminary some years ago, has just completed her studies at the New York Medical Hospital. Her friends wish her success in her chosen profession.

Words of sympathetic interest come to us from Mrs. Fannie E. Baily of St. Paul. She writes that her daughter, Mrs. Florence Farnsworth has just finished a school year at North Bend, Neb. Mrs. Ada Taylor is living in her home at Creighton, Neb.

Miss Dorothy Topping of the class of '94, has been assistant teacher in the Behr's High School of Music in Kansas City, during the past year. As a means of introduction, she gave a recital in the fall which was noticed by the press with cordial praise.

Mrs. Carrie Howard Woodward has been re-elected "Superintendent of schools," Lake Co., Minn. Her mother is with her still and assists her in home duties which includes the care of a daughter and a young son introduced as "John Paul."

Miss Leonard, in all her good works, has the sympathy and help of her sister Harriet always frail in health, ever kind "Cousin Sarah" and efficient Miss Fisher, who with Miss Leonard, make one of the most charming of households at 153 Washington Street.

"Miss Jennie Robinson, of this city, sang a song, 'The Bob-o link's Decree', which was encored.—Miss Robinson has a voice of rare sweetness and volume; this together with the fact she is a graduate of one of our best conservatories insures for her a brilliant career."

Mrs. Farnsworth writes, "I wish you could see my boy—my little Elmer. He is only eleven years old and is ready for the high school. My only regret that he is a boy is because I cannot send him to the Mt. Carroll Seminary. Mrs. Shimer would then have had three generations of us."

Mrs. Fannie L. Steele, Denver, Col., says: "I was very much pleased with Myria's progress the year she was with you." The Seminary household was greatly disappointed that Miss Steele (class of '94) could not be at Reunion as was expected. She had been invited to be the piano soloist of the afternoon.

Miss Dox has been appointed recently to speak for Whitman College. She has been sent to Walla Walla to look over Whitman's old tramping ground. After this she expects to spend some time in the cities of the North-west and, also, those down the Pacific coast. All who know her believe she will succeed in this good work.

Miss Adele Randall, also of the class of '94, has been teaching French in the High School of Lincoln, Neb. This coming year, she will teach both French and German and thus take the place of her mother employed for so many years in this school. Madame Randall was a native of Switzerland, a woman of gifts and culture.

Mrs. E. DeVoe Biggers, of Rochelle, Ill., has written of Jesse, her two year old boy, and of a visit from Maud Grace Harvey and her two daughters. Mrs. Biggers writes that Mrs. Harvey says that her two daughters are candidates for the Mt. Carroll Seminary and adds we have a tiny candidate at our home, too, who is but three months old.

Mrs. Mary Gross Smith will be remembered by teachers and students of about twenty-five years ago as then one of the faculty. She often sends kind messages to Mt. Carroll Seminary. In a letter received in the winter she writes of her only son, "My boy is on the Glee Club holiday trip in Wisconsin. He is the pianist and second tenor of the club."

CLASS OF '95.

Miss Ferrenberg, Miss Miles, and Miss Harvey remain at home in Mt. Carroll.

Misses Waddell and Tapscott remain at the Seminary and all three plan to teach.

The class this year includes representatives from South Dakota, Missouri, Iowa and West Virginia.

Miss Troutfetter declined to accept a situation as teacher in the South and will be at home in McGregor this fall.

Mrs. Alice Ives Breed, Lynn, Mass., president of the North Shore Club, has been traveling extensively in Egypt and has sent bright descriptions of her journeyings in that far away land.

Mr. Wubb Seymour, well known to students of long ago, has passed over to the "great majority" during the past year, and is deeply mourned by a large circle of relatives and friends.

Mrs. Frank was called home a week before Commencement by a message announcing that her husband had received a severe injury. He was found to be better than was feared. Mrs. Frank will continue to teach music in Livermore, Iowa, where she was previous to her studies in Mt. Carroll.

Miss Jessie Ackerman, the world renowned traveler, delivered several lectures in Mt. Carroll this spring, and was a guest at the Seminary part of the time while in the city. Miss Ackerman's charming personality enables her to quickly win friends and she went away with many from among our girls.

Mrs. Lillian Hamblen Garst and the stranger who was given a warm welcome as one of the "brothers-in-law" of the institution, visited the Seminary before going East and delighted the household with music, rare and artistic, and also by their cordial, and sympathetic manner. They are now in Cleveland and expect to go abroad later.

EDUCATIONAL AID ASSOCIATION OFFICERS.

PRESIDENT.....	Miss Claywell.
VICE-PRESIDENT.....	Miss Hostetter.
RECORDING SECRETARY.....	Jessie M. Hall.
CORRESPONDING SECRETARY.....	Florence Turney.
TREASURER.....	Mrs. Rinewalt.

LIBRARY COMMITTEE.

Misses Hostetter, Claywell, Hall, Gordon
and Mrs. Rinewalt.

STUDENTS' AID COMMITTEE.

Miss Joy, Mrs. Miles, Miss Halderman,
Miss Sherwood, Miss Cochran.

OFFICERS OF THE REUNION SOCIETY.

PRESIDENT.....	Mrs. Halderman.
VICE-PRESIDENT.....	Mrs. Mackay.
".....	Mrs. Ludwick.
".....	Miss Gordon.
SECRETARY.....	Mrs. Stockwell.

EXECUTIVE COMMITTEE.

Miss Joy, Mr. Campbell, Mr. Rinewalt.

A LIST OF THE TOASTS OFFERED AT THE
REUNION SUPPER.

- Alma Mater*—Miss Sarah Hostetter.
Our Youngest (Class of '95)—Miss Bastian.
Progress (The Bicycle)—Miss MacLean.
The Utility of Beauty—Miss Sherwood.
The New Man—Miss Claywell.
Our Visiting Friends—Col. C. E. Baker.
Our Scientific Encyclopedia (Dr. Shimer)—Mr. A. B. Hostetter.
Our General (Mrs. Shimer)—Mrs. Sawyer.
Mr. C. L. Hostetter, Toastmaster.

ADDRESSES OF STUDENTS.

Students are requested to send to the Seminary the addresses known to them of teachers and students formerly connected with the Mt. Carroll Seminary. We often are unable to mail printed matter containing news of interest to those who have been in the school, because we do not know how to reach them.

Please bear this request in mind, and send addresses, and so oblige others as well as us.

Improvements.

We are pleased to report to the members of our family, now absent, that an order has been given for electric lights to be put in all our public rooms, dining-room, halls, music-rooms and on piazzas and lawn. This will add greatly to the attractiveness of the place.

The new studio now being made promises to be very pleasant and desirable as to light and location. The former studio joining the Reception Room and Music Room, is to be converted into another library, furnishing a place of perfect quiet for reading and study.

SEMINARY NOTES.

(From *The Democrat*.)

Mr. and Mrs. Hazzen went into Chicago Friday and returned Monday evening. Mr. Hazzen attended the lectures of Hamilton Mabie at the Literary school, holding its eighth annual meeting. He was pleased, as he always is, with Dr. Mabie. Mrs. Hazzen was soloist at a recital given by Miss Roe, at which two hundred and fifty little girls trained by Miss Roe, were singers.

The Misses Hofer are enthusiastically and successfully carrying on their various departments of business. The benevolent work of the Misses Hofer and Miss Roe at the stock yards, where they are helping in the plan of the University settlement, is deserving of the highest praise. We cannot here give details, but must express our gratification that these daughters of Mt. Carroll Seminary, in reaching out the helping hand, are showing great efficiency, tact and kindness of heart.

The Easter Record, published at Cedar Rapids, Iowa, comes out in aid of the Home for the Friendless of that city. It is a very attractive number, and of special interest to us, for we notice the face and name of Mrs. G. F. VanVechten, one of our former students who has continued to be a constant friend. Mrs. VanVechten at present heads the list of officers of the Home, and the name G. F. VanVechten appears as one of the Board of Managers. Mrs. VanVechten for many years has been greatly interested in caring for the homeless children of her vicinity, and has given generously of her time and thought, while Mr. VanVechten has opened wide his purse to help this good cause.

A pleasant letter comes to hand from Mrs. B. Rock Smith, of Tolono, Ill., and with it a copy of the woman's edition of the Tolono Weekly Herald. The paper does the managers credit. Among other things, it gives the picture of the cozy home of Mrs. Smith, and thus introduces us to her surroundings. Two sisters of Mrs. Smith are with us, and are sustaining the good reputation of the family.

A report of a meeting of the Massachusetts Federation of Women's Clubs in Dorchester, comes to hand. Mrs. Julia Ward Howe is president of the Federation, and Mrs. Livermore's name was on the program. At the close of the report we read: "Arrangements are being made for a breakfast, to be given at the Parker House, Saturday, at one o'clock, in honor of Mrs. Breed, of the Lynn Woman's Club. It is to be given by the members of the Federated Clubs, who have taken this opportunity of welcoming Mrs. Breed home after her four months' trip abroad. Mrs. Breed is chairman of the state committee of correspondence of the Federated Clubs." Mrs. Breed was known in Mt. Carroll as Miss Alice Ives. She and Mrs. Sawyer, who speaks here in June, were classmates.

Miss Louise Baker has been welcomed back to her home in Sioux Falls, S. D.—Miss Schirmer, to hers in Milledgeville, and Miss Chloe Baker, Maryville, Mo. The last named will teach music this coming year. Miss Ballard and Miss Bastian are engaged as teachers in their home schools; the former in Chenoa, and the latter near Florence.

The Denver Route

Is via the Burlington from Northern Illinois and Southern Iowa. It was the pioneer railroad from the Missouri River to Denver, and stands at the front in point of equipment, speed and safety. It makes a low rate to the National Educational Association in July, and teachers should note this. Apply to any Burlington Route Ticket Agent for tickets, rates and information, or to W. J. C. Kenyon, Gen. Pass. Agent, St. Paul, Minn.

Clippings From the Seminary Notes Printed in Mt. Carroll Papers.

Mrs. Edith Kenny Ball writes from Maryville, Cal., asking for Seminary news.

Mrs. Ara Ingalls Morgan is enlarging her business and has sent out cards with "Purchasing Agent Gowns" and her address, 663 West Adams street, Chicago.

The members of the Library Committee connected with the Seminary have been making additions to our library, and we hope they may be able to continue in this good work.

Miss Flora Whitmore writes: "Scarcely a day passes that I do not think of my pleasant year with you at Mt. Carroll." Miss Whitmore is expecting to prepare herself for a Kindergarten teacher.

Miss Joy has received letters from a Teacher's Bureau asking for names of teachers. She has sent several and some of the students are now corresponding in reference to positions that seem very desirable.

One of the Seminary Alumnae applying for a young friend she wishes to have enter the Seminary, says: "As I grow older I realize more and more fully how much the two years spent at the Mt. Carroll Seminary has meant in my life."

Dr. Shimer has received a copy of the "Dental and Surgical Microsm," edited by S. J. Hayes, D.D. S. M. S. A., and Mrs. F. R. Hayes, A. M. Mrs. Hayes will be remembered as Miss Redington, formerly preceptress at the Seminary.

Miss Elizabeth Roggy, one of our alumnae, who has been in attendance upon the University of Chicago this year is to spend the summer, or a part of it at least, at Chautauqua. Miss Roggy has prepared herself especially as teacher of Latin.

Another of the Alumnae, a bright teacher in one of the leading cities of our State says: "I do not think that I should ever have thought of life and of teaching in just the way I do, had it not been for the spirit of truth which pervades the Seminary life."

We are gratified to learn that a Chicago art critic highly approves of the art course in the Mt. Carroll Seminary, as shown in the excellent preparation of Miss Bawden for advanced work. Miss Bawden is now in the Art Institute and is making excellent progress.

Miss Brownlee is studying vocal music with Mr. Wheeler, one of the leading teachers of vocal music in Chicago. He speaks highly of her and is kind enough to say that all of Mrs. Hazzen's pupils come to him in good condition for study. There is nothing to undo.

One of our present patrons writes, "My husband and I both studied in our State University and my own experience has made me forever in favor of young ladies' schools. Girls cannot go to school and keep up society without seriously impairing their health."

Mrs. Emily Seamans Winans writes cheerily from her home in Waukesha and sends words of kind remembrance to the friends of other days. George Winans (now Captain Winans) and Emily Seamans were among the students of the early days and will be pleasantly remembered by a number of our citizens.

Miss Alice Lichty seems to be admirably adapted to her present situation. She is in charge of the Music Department in Ewing College and has become thoroughly identified with the institution and in full sympathy with its work. The school is having a prosperous year and Miss Lichty's class, with other duties, fills her time full.

The Art Club organized by Miss Sherwood, most enthusiastically supported by Miss V. Hurley, held a meeting in the Baptist Church parlors Thursday afternoon. It speaks well for our little city, that it has literary, music and art clubs to help in the culture of the place and that it has sustained so well a course of University extension lectures.

A student of other days says: "As the time draws near, I so much wish I could be with my friends at the Seminary during commencement week. I wish, as many others have said, that I could tell you how much I feel my indebtedness to you for that year of helpfulness spent at the Seminary. I remember it as one of the most pleasant of a lifetime."

Mrs. L. Carter Downer is with us for a few days. She will be remembered by some as one who spent a year in Mt. Carroll, relieving Miss Joy so that she might have leisure for resting and for visiting schools in the East. Mrs. Downer's home is in Urbana, Ohio, and she is well and favorably known throughout the State as an educator and as State Secretary of the Women's Baptist Foreign Missionary Society.

In reporting the meeting of the County Institute one of our town papers says: "The afternoon session was opened with music, Miss Hood, of Lanark, presiding. Miss Armoret Alford, of Milledgeville, presented a paper on "Delsarte," followed by a lecture and dissection of a specimen of the Felis Domestica, by Miss M. Gordon, of the Mt. Carroll Seminary. This was one of the most interesting exercises of the day."

The Seminary itself, with its commodious, well-furnished buildings; its spacious grounds, magnificent shade trees, and tennis and croquet grounds, make it one of the most desirable homes to be found. From the bountifully supplied tables to the pleasant library—all is homelike. And a stranger cannot but be impressed with the spirit of generosity afloat, when he sees the great baskets of fresh grapes and apples always at the disposal of the students.

The eleventh, the school's birthday, was merrily celebrated this year. It had been planned to have tea on the lawn, but the cold drove all back to the house for the supper carefully prepared by the housekeeper, Miss Sweeting. The Juniors gave a reception in the evening in honor of the Seniors. Music, flowers, cake and cream were furnished the guests. The Sophomores, with friends and a group of younger students, had their own fun in school-girl fashion.

This year the students represent ten states of the Union, reaching from Florida and West Virginia on the south, to the Dakotas on the north. An important feature of this school is home life—a life rarely found in boarding schools. The situation is admirable. Nature has done wonders for Mt. Carroll. The quiet little town with its picturesque hills and valleys, its handsome residences, its sweetness and purity, make it a suitable home for a school of this kind.

The Journal and Messenger, of October 25, Cincinnati, has a brief article on the Mt. Carroll Seminary, in which we find the following: "But what is especially attractive about Mt. Carroll is the home surroundings. It is beautifully situated in a picturesque, healthful little town from which it takes its name." Study is conducted under the most healthful influences and the welfare of the students is a constant care with teachers. They endeavor to have these under their care become noble examples of womanhood. A cultured mind and a Christian heart are sought for.

Prominent among the late arrivals are Francis W., Troy L., Norman S. Parker, in photograph. Near by are Ralph Reuben Waters and A. Julian Waters, who came at Commencement time. Our hearty thanks for these—the grandchildren are always welcome.

CALENDAR FOR 1895-'96.

- Fall term opens Thursday, Sept. 5, 1895.
- Fall term closes Wednesday, Dec. 19, 1895.
- Winter term opens Thursday, Jan. 2, 1896.
- Winter term closes Wednesday, March 25, 1896.
- Spring term opens Thursday, March 26, 1896.
- Spring term closes Wednesday, June 4, 1896.

RIGHT OR LEFT.

It has been asserted with much authoritative emphasis, that inability to sleep on the left side is indicative of disorder or feebleness of the heart. But here comes somebody who talks thus about sleeping on the left side: "It is the most prolific cause of nightmare, and also of the unpleasant taste in the mouth on arising in the morning. All food enters and leaves the stomach on the right side, and hence sleeping on the left side soon after eating involves a sort of pumping operation which is anything but conducive to sound repose. The action of the heart is also seriously interfered with and the lungs unduly compressed. Hence it is best to cultivate the habit of always sleeping on the right side, although Sandow and other strong men are said to invariably sleep on their backs." Well, "doctors disagree," but our own experience is that if you are going on a journey, and secure a compartment in the Pullman Sleeper on the "Burlington" vestibuled limited, it will not make any difference on which side you sleep—you will have a good rest; and as for "unpleasant taste in the mouth on rising," the appetizing breakfast in the dining car will quickly and effectually remove that. In going to Chicago or St. Louis see that your ticket agent gives you a ticket via the Burlington Route, or write to W. J. C. Kenyon, Gen. Pass. Agent, St. Paul, Minn.

A Cheap Trip to The East.

The Big Four Route and picturesque Chesapeake and Ohio Ry., have been announced the official route from Illinois and Indiana by the Baptist Young People's Union which holds the Fifth International Convention at Baltimore, Md., July the 18th to 21st. On July 16th and 17th the above lines will sell tickets at one fare round trip good returning until August 5th inclusive. Send for descriptive pamphlet and rates. J. C. Tucker, G. N. A., Big Four Route, 234 Clark St., Chicago.

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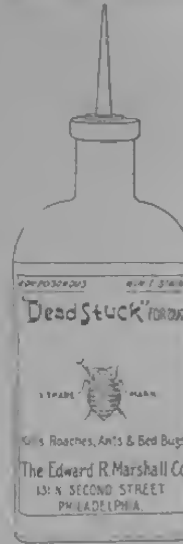


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